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PERIODICAL DEPARTMENT

HISTORY PERIODICALS

The Western Journal of Education

January, 1904

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EDITORIAL

The New Year

It is well to observe the ancient and honorable custom of taking a new grip on life at the end of each terrestrial journey round the sun. For what, pray, does taking note of time signify, except taking of character? The earth does not change its course, it does not come to a station. The sun stands still in the heavens. Man alone changes and the measure of the years is devised to measure man's change. The music of the whirling spheres today is the same that Pythagoras heard, but the note of human endeavor is not the same. By taking thought the race has added many cubits to its stature, and by taking thought it will add many cubits more. It is well to take stock of educational needs and educational equipment, for it is upon education that cubit-adding chiefly depends. If one were asked to state a New Year's hope for the teachers of this land—a reasonable hope, that might indeed become a realization ere thirteen moons have fled—it would be that they should learn to think more worthily of their work; should bring to it a constantly increasing fund of intelligence, and should live more in the world of men and women. Here are three items of aspiration and each deserves comment.

The Spirit of the Teacher

Education is a business without a surplus of honor. Those who follow it sometimes talk about "the profession of teaching" and society as a whole is almost always ready to sneer at what it regards as an indulgence in vain and empty rhetoric. Worse than all, the sneer is merited. There is much virtue in naming if the act is well done, but titles are of account only as they designate something. Gold by any other name would be as valuable; but anything else by that name would likely make its godfather a social outcast. Seek ye first the quality of mind requisite to your undertaking and social esteem, names, honors, and all

things else pertaining thereunto will be added unto it. But how shall a man learn to think well of his calling, how shall he fill himself with the pride of a useful life, that men seeing his worthy works and confident ways may respect him, and so lend him their support in his undertakings?

A settler located in a valley surrounded by high hills which made an encircling horizon line far above him and shut out all beyond from view. So continuously did he labor that he all but forgot that there was more world beyond the hills. He fought an unequal fight with nature, and as he worked the very soil seemed to scorn his feeble efforts and he grew weak and timid in soul. Only a little way beyond the hills which shut him in were parasangs of plowed land, sowed land, harvested fields and growing crops, testifying to the strength of the human spirit, but he saw them not and his heart grew arid as his fields.

It is the old story of the bundle of sticks which, bound together, could not be broken, but taken apart had but little power of resistance. The Lord God made man a social being—made him dependent upon the encouragement of his fellows for the very breath of abounding life. A thousand men fighting together have the strength of ten thousand without leaders, ranks and discipline. The difference is not due to the fact that they have been drilled. It is due to the fact that every man feels and knows that the line is solid and has an unwavering faith in its power to accomplish whatever is undertaken.

Let us interpret the figure. If the teachers of this land knew or could know, the size and the strength of the army of the redeeming to which they belong, if they could in imagination picture the legion of fellow-workers who march invisible beside them, if to this gift of vision were added the gift of historic vision enabling them to see the innumerable host of moulders of the human spirit who march ahead and already have put on immortality, if in addition they could hear the commands that issue from the generals and catch the enthusiasm which pervades the marching line, and understand and appreciate their undertaking, would the experience not be as martial music to them, and would any man who belonged to so mighty an army say I have undertaken a profitless task and have joined a company of no power or consequence? It is the firm hope of the wise that when the social meaning of the lowliest labor is discerned the eyes of the

laborer will shine with enthusiasm and his work become a joy to him.

The Need for Knowledge

Social confirmation and the encouragement of one's fellows is indispensable in any normal work, but in any specialized industry the worker is compelled to live apart from his fellow-workers. It is not possible to conjure up the past or come in touch with much of the present save by means of abstract studies. Yet the contact must be maintained, hence the need for constant study. "Whatever is worth doing is worth thinking about," said Mathew Arnold, and the only way that the teacher can keep his faith and his effectiveness is by thinking about his work. It is not even honest, to state the matter in its lowest terms, for a teacher to attempt to practice "the supreme art" without any regard for or interest in the discoveries of the master workers of the craft. A physcian who did not keep up with his profession would soon find himself without patients. A lawyer who did not study would soon be briefless. The teacher is the only worker who assumes to be exempt from nature's law that the intake and the output cannot be more than equal. Only a scholar can breed up scholars, and only a hopeful, hardworking and studious teacher can breed up the hopeful, hardworking and studious men and women which our country needs and demands of the schools. And there is something else which will be added if this about-face is taken, one will escape from the tedium and despair of his hill-girt existence into the world of accomplishment. His work will open before him and he will find himself in the great army of the doers of deeds that shall not pass away. But what shall one read and study? Certainly not the trash ond twaddle that is manufactured in such alarming amounts for no other purpose than to sell, but the genuine literature of the business—the educational writings of Plato, Cicero, Quintilian, of Rousseau, Pestalozzi, Frœbel, Herbart, Horace Mann, Henry Barnard, and of a half-dozen scholars who are attempting to keep alight the fire which they found. In addition there is a growing literature of method which will not escape the genuine workers. Last but not least are the journals of the craft. One or two of the best of them are as indispensable as a medical journal to a physician or a record of recent decisions to a lawyer. But the journal

which is worth reading should approximate in quality to the dignified journals of other callings and only a few of them do.

The Need for Social Life

The majority of teachers do not possess the confidence of the people among whom they labor and are by no means as effective in the schoolroom as they should be because they are so ineffective outside the schoolroom. The fault is generally their own. It has almost become a tradition of the business that the good teacher must attempt to do nothing but teach, that other things are unimportant to him. The French have a proverb to the effect that the unimportant things are the most important. Perhaps in no other calling is it so true that the successful worker must take an enthusiastic part in the social activity about him—must know and do more, much more than the letter of his contract calls for; not because he is a teacher, but in order to be a good teacher. The Governor of California in addressing a recent meeting of the Council of Education, said, "There is one fault I have to find with you—one great fault. You do not mix enough." There are a few men and women in every community whose interests are known to be larger than their occupations, who lead in the civic development of the community. The teacher should fellow with them. He does not belong anywhere else.

The Future

There is a picture of the lost judgment in the Ducal Palace in Venice, says William Morton Payne, in a recent article, which bears the inscription: "Those are to be accounted wise who, by their own, avert their country's perils, for they render to the republic the honor which is its due, and would rather perish for, than with, many. For it is desperately wicked that we should treasure for ourselves the life which nature bestowed for our country's service; to surrender it at nature's demand, but refuse it when our country asks it. Wise, too, must they be accounted who shun no danger in their country's service. This is the price we are bound to pay for the dignity we enjoy in the republic, this the foundation of our liberty, this the well-spring of justice." Such an ideal of devotion cannot be improved upon, and such an ideal the American teacher must have and work by. The task which awaits us is greater than that which has been accomplished. The thing which is hoped for hath not

yet been. We take the years of children and do not make men. One sometimes dreams of a time when knowledge will be common, honesty will be the rule, taste will be elevated, and beauty of life and of character not rare. It is the race dream of the coming of the Kingdom of God among men. The teacher is its forerunner and its prophet. "Where there is no vision the people perish." "He who thinks we are to pitch our tent here, and have attained the utmost prospect of reformation, that the mortal glass wherein we contemplate can show us, till we come to beatific vision; that man by his very opinion declares, that he is yet far short of truth. The light which we have gained was given us, not to be ever staring on, but by it to discover onward things more remote from our knowledge." If to you, my fellow-teacher, the vision of onward things increases as the years go by; if the days disclose yet more and more of the dignity and worthiness of the high calling whereunto we are called, blessed shall they be who gather about you.

Professional Ethics

It is always in season to preach the need for righteousness, for moral issues have a way of becoming complicated with prejudices which cause them to lose their reality. The schoolmaster, no matter whether A or B deserves the name, is a model on which characters are shaped. He must be scrupulously careful in his conduct. Of late the feeling has been growing that competence and nothing else should determine preferment to teaching positions and all other positions accessible to teachers. The odium of politics is that it countenances other methods and recognizes other qualifications. THE JOURNAL stands for fitness and nothing else; and it believes that the criterion of fitness cannot be too zealously maintained. It believes that it cannot preach too vigorously against B being chosen as teacher because her uncle is a trustee; it believes that it cannot cry too loudly against offices of any sort being parceled out as favors. No business man who has an interest at stake selects a manager upon that consideration. Education is business, not politics. It is not enough that A is a good fellow, has many old friends, has grown up in our community, and has given no offense to any one. The only question which is pertinent is, can A do the work better than any other available man.

The voice of the man with a message is always heard. John crying in the wilderness, Buddha, Mahomet, Christ and Paul are not silenced by time.

The Man With a Message

Tolstoy, Adler, Riis and Booker T. Washington each has his message. And for each man whose voice is the voice of a MAN there is the listening ear.

There should be no audience for the man or woman who has nothing to say. It is a crime against your time and mine to be put in a position where we cannot dodge verbal intrusion. We, therefore, utter a protest against the man in the pulpit, against the man on the platform, against the man at the banquet, against the man in the classroom, against the man at your elbow who is without a message. If stupidity or mediocrity is your measure, then learn the value of charity for others and be silent.

The world is waiting for the man with a message. The twentieth century, however, will be absolutely cruel, harsh, pitiless to the man or woman who has a voice, but no ideas, whose plans for the betterment of humanity mean only his own material enrichment.

* * *

The art of listening is a most desirable accomplishment. As a rule teachers are poor listeners. At the recent meeting of the teachers of California it was observed that the speakers did not always get the attentive ear. The women as a rule took front seats, but the men stood in long lines on the street, or in the lobby of the theatre. They were too restless to sit down, and listen to speeches and papers for two hours and thirty minutes. Why? Perhaps the speaker had no particular message for them. It is more probable, however, that the men were not sufficiently interested to listen long enough to give the speakers a chance.

Good Listeners

As a rule men are poor listeners unless it is an occasion of an intensive debate like that of Jenkins, Cubberley, Brown and Heaton in the Educational Council.

Prof. Clark did not have a listening audience except when he quoted from Kipling:

"And only the Master shall praise us, and only the Master shall blame;
And no one shall work for money, and no one shall work for fame;

But each for the joy of working, and each in his separate star,
Shall draw the thing as he sees it for the God of things as they are,"—

Then there was breathless silence for about two minutes. Arnold Tompkins was able to get all but the lobby into a listening mood.

The art of listening means more to the auditor than the speaker. It is an art that should be cultivated. It is of as great value in an audience as undisturbed attention is in silent reading.

The art of listening confers pleasure on others also. The man or woman who sits by your side, and is thinking, or day-dreaming, or worrying about anything on earth instead of listening to the speeches disturbs the mental attitude of the entire circle. Cultivate the art of listening—unless the speaker is without a message. If such is the case it is best to adopt John Swett's plan and quietly dodge out of the hall.

* * *

The Problems of the Upper Grades

Within recent years a definite organization of secondary schoolwork has taken place. This organization has its weak places, but, because it has mapped out a field of work accessible alike to teacher and pupil, it is producing some excellent results and indicates definite lines of advance for reform movements.

In the upper grades of the elementary school we have a condition of affairs not unlike that which attained in the high school of twenty-five years ago. These grades are the center of varied and often conflicting demands. There is the practical man who declares that the pupils leave the grades with no capacity for exact work in number, penmanship or language. There is the advocate of richer culture who cannot find that we are doing adequate work in literature, history and music. There is the college man who insists that we should follow the German secondary school system and allow our pupils to begin the distinctively high school subjects at least two years earlier than is now the case. There is, further, the public demand for some advance in vocational preparation in the grades. All these demands are

considered by the hospitable makers of courses of study, and concessions made to each. The teacher tries to carry the many parallel lines of work, frequently at the expense of health, ambition, thoroness of work, and the interests of the children. The result is, cries of "overwork," "overcrowded course," "back to the essentials," "prepare the pupils for practical life," etc.

Common sense requires that we examine the various demands made on the upper grades in the light of results expected. Are any of the above demands impracticable, when reviewed from the standpoint of the individual teacher or the individual pupil? Can the average teacher carry the above many lines of work with a preparation in each which will enable her to use each subject as an adequate instrument of education? Many teachers will frankly say that it is impossible. They claim that it is beyond the capacity of the average person to master the subject matter and method adequately of more than a few of the subjects which are now demanded in the upper grades, or are in the way of being demanded. They will claim that their apathy towards the introduction of nature study, manual training, drawing, music, and literature is due to the fact that the effective teaching of the language arts, arithmetic, geography, history, reading, and physiology demands already a goodly share of study and work. If this point of view is important and correct, then the only obvious way out, assuming that all the demands above specified are legitimate, is to permit, as the high school has long done, specialization on the part of the teacher. The teacher must be expected to master content and method in a few subjects rather than many. A premium must be put upon such effective handling of the tools of education—the subjects—as will accomplish the greatest educational results—often a different thing from mere mastery of subject matter—in the briefest and most economical way. The writer believes that in these days when each subject is being so well developed both in content and in pedagogical organization, this can be accomplished only by encouraging teachers to develop teaching strength in special fields. This will involve the development of departmental teaching, the advantages and disadvantages of which must be discussed at another time. Departmental teaching, under adequate supervision,

has long passed the stage of experiment. Whatever be its disadvantages, it is the mere condition which, today, can permit the expansion and enrichment of the curriculum of the upper grades. If enrichment and expansion are not feasible, then the present system will do as it has done in the past. But if we decide to effectively introduce nature study, agriculture, manual training, and other factors of enrichment; and if we are to get the best results, pedagogically speaking, from history, literature and science teaching in these grades, we shall inevitably be driven to such division of labor as will give the teacher a mastery and feeling of confidence in some one field of teaching.

* * *

NOTES

The trustees of the rural school districts should pay attention to the sanitation of the school houses, and particularly to the condition of the outhouses.

* * *

The movement on the part of trustees, teachers and children to improve the school grounds is commendable. Arbor Day in Kern, San Diego, Riverside, Solano, and other counties makes an event in the school year.

* * *

Thomas J. Kirk, Superintendent of Public Instruction, made a sane and earnest presentation of the problem of the payment of adequate salaries to teachers, at the California Teachers' Association. The propositin to raise the State Tax rate from $7 to $10 per census child is the most equitable way to bring about the needed increase.

* * *

School officials should be examples of the highest integrity in the conduct of the business of a school district. The repudiation of an obligation, because the school law releases the district legally from paying it out of school funds, does not release the district morally except in case of fraud.

The young men of a school district should be given the ex-

ample of business integrity in the conduct of affairs. It is the lesson nearest home of public business. If we expect the highest public service each school district must meet its debts. If the State and County do not furnish the means to meet the honest obligations of the district then provide a special tax or community contributions sufficient to meet the obligation.

* * *

SCIENCE AS FUNDAMENTAL IN ELEMENTARY EDUCATION.

If we as teachers are ever to accomplish anything worth while, except as a mere accident, it must be because we shall first have conceived clearly what it is that we are trying to accomplish. We are servants of society, shaping human souls for the ends of society. For us the great question is: As society is now constituted, what sort of man is needed? The answer is not far to seek. Society demands men and women who can do things. Wisdom and virtue are the mainsprings of civilization, defined as Dr. Jordan has defined them in one of his striking sentences: "Wisdom is knowing what to do next; virtue is doing it."

What is the next thing to be done to-day? The days of routine work are past. No man can be an effective member of the community in this twentieth century who merely goes on doing his work as tradition has taught him to do it. The next thing for the citizen of the twentieth century community to do is to think—to solve a problem, the problem how to do this task that has been set him and to do it in the most effective way that the accumulated knowledge of the race makes possible; and whether that task is broiling a steak, or building a bridge, or governing a country, it must be done intelligently, with careful thought of the exact effect upon the result of each little step in the process. Routine workmen are sometimes not bad workmen; indeed, they may be very good workmen so long as their routine-made product meets the need, but when the need changes they can't change with it.

Another way of approaching our subject is to say that the need of the times is men and women of culture. And culture is best defined in terms of adaptiveness. He is the man of highest culture who can meet and cope with the greatest variety of situations.

The things incompatible with success in life, with good cit-

izenship, are credulity, routine, blind partisanship. I pick up a San Francisco paper and I find in it between thirty and forty advertisements of fortune-tellers, mediums, palmists—people who, for a dollar, will tell you all that is to happen to you in the future, who will even tell you how to control that future and gain or regain a lover or a lost fortune. I enter a drug store and I find the shelves filled with stuff at a dollar a bottle to cure all the things man has or thinks he has. No one of those who buy fortunes, or philters, or physics has any conception of how the knowledge somebody claims to have could be gained, or by what agencies the results promised are to be wrought. To such persons there is no universal law of cause and effect; they have not been trained to find in their experiences definite sequences. They have not seen that A always precedes B, and that neither of them ever occurs except in this relation to the other; they, therefore, have no definite expectation aroused by A and no inference suggested by B. It is such people who still plant root-crops in the dark of the moon and seed-crops in the light—or the other way about, if it works that way in Glenn County.

As a less extreme example let me mention an occurence in our training school at Chico within the last few weeks: A group of children were studying soils. Their object was to find out what are the properties of soils that have a relation to plant life and what is the relation in each case. One child asked: "Why is it that the orchardmen plow among the trees each spring?" They set to experimenting and found out at least a part of the relations involved, but in the meantime they asked their fathers and friends, many of them orchard owners and operators, why it is done. *In no case was a reason given that would stand the analysis of the children.* In no case could the person asked tell an experience of his own on which he based his practice. In most cases the children got either no reason or one which was a mere form of words, as when one man said, if the orchards were not so plowed the trees would be "choked out," but could not tell in what choking-out a tree consists. That is to say, with the orchardists whom these children visited this treatment is a mere routine handed along by tradition. Evidently, then, there can be no discrimination in its application. So far as I am concerned, I think him as well prepared a citizen who on tradition

plants his potatoes in the dark of the moon as he who on tradition plows it in such and such a manner.

Again, I have known rural communities—not in California, of course—where there was abundance of raw materials of many sorts, in which a palatable and digestible meal was practically never served. Soggy biscuits, greasy fried meats and nauseous stews made up the bill of fare. Why? The communities were isolated. Bad cooking got a start, perhaps because of dearth of good materials in earlier times, and tradition transmitted it, for the women were not trained to recognize, first, the real nature of the need they were trying to fill; nor, second, the properties and fitnesses of the materials with which they worked. Not knowing for what food is really needed, they could not choose a bill of fare having some reference to the character of the needs. Knowing nothing whatever of what happens to the food in the body, they could not prepare it with any intelligent reference to its digestibility.

Again, the United States has recently come into active participation in one of the most vexing sociological questions of modern times; I mean the question of the civilization of the Tropics. The problem is partly an economic one, chiefly a biologic one, in both forms a scientific one, to be solved, if it ever is solved, only by men with complete knowledge of the facts of race development and race psychology, of heredity, as well as the industrial situation to be met. The problem is being attacked by politicians—or statesmen, if you prefer; men able enough and sincere enough, but so unaccustomed to scientific analysis of any situation and so ignorant of even the kinds of facts to be considered in such a case as this that their work can have little of permanent worth; as witness the story of India or Java.

What of the politician, by the way? What are the problems he has to solve? I don't mean in his capacity of office-seeker, but as law-maker or administrator? Such as these are among them: the creation of forest reserves; the establishment of systems of irrigation, or the just control of privately established systems; the improvement of rivers and harbors; the regulation of navigation; the building of roads and canals—matters almost entirely of scientific handling of natural forces and materials. The establishment of justice. Is justice in any way a scientific question, I wonder? Aren't the laws of justice immutable, and, once settled, to be left to traditional enforcement? Perhaps so in some vague

generalization, but in the concrete, think what injustice has grown out of the attempts to apply the common law of water rights in arid America,or to apply rules made for mining regions to regions where agriculture is an important industry. I feel perfectly safe in asserting that in a large majority of cases the question of what is just resolves itself into a determination of facts as to forces and materials in some physical system.

To sum up finally the view I am trying to enforce: Society now demands men and women trained to recognize facts, to classify them, trace the sequences among them, and express those sequences in definite scientific laws.

It is essential that the citizen shall have formed the habit of questioning tradition and convention. We want plastic men, adaptive men; men who meet the requirements of the *new* occasion because in meeting the old ones they have thought out the relations of each of their acts to some particular feature of the situation.

There is no educational sin that is so terrible in its consequences as that of giving young people settled dogmatic views on any question. And it is a common one. It finds its most usual application in social conventions, but it is committed in many ways and in many lines. Every once in a while I meet a high-school girl, or a grammar school girl even, who puts me quite out of my self-posession, so perfect is she in hers, so sure of the relative values of all those things which are so unsettled yet in my mind. Girls enter the physiology class all asquirm; it is so absurd to expect a young woman who has had a long course of training in the "correct thing" to be interested in her own liver and intestines—it isn't done, you know. Why should she care to know the mechanism of breathing? Or the principles that govern the proper clothing of one's body? Breathing takes care of itself, and clothing is settled for her by a mysterious someone in a mysterious somewhere who makes the fashions. That those fashions should or could have any relation to cause and effect, that they should present to her any problem except that of "working Pa" for enough money to meet their demands is—Oh, well!—I repeat, there is no sin so great as that of giving young people settled solutions of life's problems. As Col. Francis W. Parker has put it: "The greatest invention of the nineteenth century is the suspended judgment." It is an invention worth cultivating.

On the other hand, there is no one acquisition so valuable to a young person as the habit of questioning everything; concern-

ing any statement the question should always be, "How is that known to be true?" The habit of accepting things on authority is incompatible with good citizenship and fatal to progress—and that applies even to what I am now saying.

Perhaps you will be inclined to accuse me of treating platitudinously a merely academic question. You will want to say: "All these things have I done from my youth up; you are setting up by implication a man of straw. People no longer farm by the moon; men no longer believe the earth is flat because it looks flat; the man is rare, even, who is a democrat merely because his father was one. Men pride themselves now on being up-to-date and on rejecting the follies of their grandfathers." Too true! Men don't believe the world is flat because it looks flat; many do worse, they believe it is round because it is so taught in the geographies. You have the proofs of the sphericity of the earth at your tongues' ends. How many of you have ever made an observation consciously for the purpose of testing them? Go a little farther. You teach your children that the earth is not a perfect sphere but is flattened at the poles. How do you know it is? I often ask this question of teachers and others. This is the answer most often given: "Why, the earth was once a fluid mass, and its rotation on its axis flattened it by centrifugal action." And I feel as I should weep! Now if the earth was once a fluid mass rotating about an axis, I concede that I should expect it to assume such a flattened form. I feel sure that it would do so. If, then, on examining the earth I find it to be so flattened, I consider that the probability of the theory of its former fluidity is greatly strengthened, but *I know it to be flat* only when I have seen, or felt, or heard, or smelt, or tasted something that leads me directly to the notion of flatness. I am justified in *believing* it flat when another man tells me of his sense experiences leading to the same conclusion, if I know him to be capable of making observations of the sort and see that the facts he claims to have observed are consistent with what I know of the universe, i. e., are reasonable and probable. Without knowledge or belief of this sort *I have no right to teach that it is flat* or to believe it flat if my belief is to influence my doings in any way.

Now I am talking to an audience of teachers; many of you, of course, know the proof of the earth's flatness, but I feel sure that some of you don't. Just to the extent that you as teachers

act on knowledge which you have not, you fail to meet the demand society may reasonably make upon you.

My first thesis is, then, that scientific training alone gives the most fundamental equipment for life; the ability, namely, to grasp and solve a problem. And just here I must claim your attention for a few minutes for a discussion of what is meant by scientific training.

As has been already hinted, science undertakes three things: 1. The recognition of facts. 2. The classification of facts. 3. Reduction of the observed sequences to formulæ which are called laws. Now scientific training is doing these things. Its contributions to effectiveness in the citizen are of three sorts: 1. An attitude of mind—the questioning attitude. 2. A method of investigation. 3. Lastly, and for us of purely minor importance, a fund of information.

What I am insisting on as fundamental in the equipment of the citizen is familiarity with scientific method; personal experience in seeing the universe as a place where things are happening, practice is making problems out of those happenings, and in solving them. There is no science except that which finds and solves problems; there is no mental alertness, no effective individuality, except that which centers around such work.

I am making a plea for *science* as fundamental in the equipment of the citizen. Let me make still clearer what I mean by that. Science deals with facts. Facts for me are my own sense experiences. The science which I have as an organic part of my equipment is that which I have built up out of my sense experiences. The beginning of science training is the acquisition of a fund of experiences upon which to draw for comparisons. The work of the child for the first few years is chiefly such acqusition. It is seeing things, hearing things, feeling, and tasting, and smelling them, and doing things with them. It is getting the largest possible contact with the universe the interpretation of which is to be the business of life. The child who is to become a useful citizen must live with things, not symbols. He must find his own problems and solve them by his own efforts—not have them set for him as formal tasks, and work them out by imparted formulæ without consciousness of the significance of the processes.

The science, therefore, for which I am pleading is not a formal logical presentation to the child of the results worked out by

others; it is the clear conception by the child of the facts of his own sense experience and the working out of the problems presented by their relations in such ways as are within his power.

It is such training that is to take the mystery out of things, to substitute ideas for words; to give us citizens with confidence in their own judgment because they have had experience in judging and testing the correctness of their results; citizens with a true understanding of the limitations of their judgment because they have learned under what conditions a trustworthy judgment can be formed; citizens free from prejudice because experience of the futility of prejudice has destroyed the habit of prejudging; citizens who believe in the dominance of common sense.

Does this seem to involve a return to the abandoned dogma of formal discipline? I do not mean it to do so. I do not think that the training of good judgment in matters pertaining to machinery will lead to good judgment in matters relating to medicine. I do believe that training of the right sort with regard to machinery might develop a sense of the need of special knowledge that would prevent an attempt to judge where knowledge is lacking; but what I am contending for as fundamental in the equipment of the citizen is training in the methods of investigating biological, physical, and chemical problems, and experience in testing the results of such investigations, and I do think it safe to claim that the child who has pursued such training through grammar school and high school will have had efficient training for the purposes of citizenship in all the kinds of judgment the citizen is called upon to use. He will have had this experience, moreover, in connection with such an appeal to the original sources as gives to knowledge a sense of reality to be gained in no other kind of training. He will have formulated, too, consciously or sub-consciously, canons of judgment that can be carried over into those new combinations of the old classes of judgment furnished by law, politics or business.

I have been talking of science, not of nature study. By this I do not mean to object to the term nature study nor to the thing. I am here to plead for both, but I preferred for my purpose to-day to call it science because I want to emphasize this thought: That by whatever method the child's contact with nature is directed, that however much of value there may be in the sympathy and love of nature, that is, in the emotional reactions it develops—and I want to say here that I place a high

value upon them, a higher value, I believe, than do some of those nature study enthusiasts who decry science—however great, I say, this value may be, the central thought and controlling purpose throughout the child's work with nature is understanding and dominion; whatever be the beginning, whatever be the method of procedure, the goal is science; the scientific attitude of mind, the scientific method, the scientific judgmen .

Nature study must be, to meet the requirements, something more than mere steeping in an environment of nature. It must involve such reactions on nature as make the child the active, not the passive, factor in the relationship. It must involve such doing of things as shall arouse problems and such solving of the problems as shall lead to interpretations as definite and detailed as the child's powers and previous acquisitions permit.

Its emotional tone must be a safe and wholesome one; maudlin sentimentality about plants and animals is not morally uplifting, is not in any way formative of good citizens. If the term nature study connotes anything objectionable it does so because in the practice and in the preaching of some people it has come to mean this vague and sentimental dallying with natural phenomena, dealing in silly and anthropomorphic interpretations, talking so loosely about happenings that children and teachers alike fail to distinguish between what has been observed and what has been inferred, and read their own psychic experiences into the behavior of the animals, the plants and even the drops of water they talk about. Teachers of this stamp they are who have children read the books of Ernest Seton-Thompson or William J. Long with the notion that they are studying science, or indulge in such flights as did the young lady mentioned in one of Anna B. Comstock's articles who represents an amœba as weeping into a handkerchief. Now I have no quarrel with either Mr. Seton-Thompson or Mr. Long. I believe they are both excellent gentlemen, and I confess that I read their books with pleasure myself, that I read them to my children and to my classes, for just what they are, delightful little novels with human characters dressed in fur or feathers. Lobo and Coyotito, Kookooskoos and Kagax are characters as interesting in their way, even though less real and less profoundly symbolic, as David Copperfield, or Jack the Giant Killer, or Jean Valjean, or Peter Schlemihl. And as for the young lady who made the amoeba weep, she could doubtless have made me weep too, in fact, it almost made me weep merely

to read of her—but she is certainly out of her sphere teaching science, and Lobo and Kagax are not material for scientific interpretation. Now in employing for to-day's talk only, the term *science* instead of the term *nature study*, I am merely trying to emphasize the distinction between such vapid, soul-starving twaddle as this and that vitalizing living with and working with and interpreting nature which I regard as the fundamental thing in education.

But education is a problem. It seeks to achieve certain ends by the manipulation of given forces and materials. We must approach this problem as we do any other; in broiling a beefsteak or training a boy, the first thing to do is to understand your material. We must study children if we are to teach them. Unfortunately our study along these lines has given us thus far but meager results. A university professor remarked to me a short time ago that psychology is only a half-baked science anyway, to which I agreed, adding that it baked on the wrong side at that. I might say by way of parenthesis that I don't know anything about psychology and neither, I suspect, does he. What I suppose he meant, however, is that even the layman in psychology can discern that its results are too vague to be entirely trustworthy; and I meant that as a student of nerve physiology it seems clear to me that psychologists can reach at the last a trustworthy body of results only by approaching the subject from the side of nerve mechanism, and especially that no absolute basis for an educational system is to be found short of a complete understanding of physiological psychology, which complete understanding is not yet in sight.

For the present, however, we must do the best we can with such results as have been achieved. Something, I think, has really been achived, though little as compared with what is yet to be done. For instance, it seems fairly clear that the mind of the child in its development passes through stages corresponding to those through which the mind of the race has passed, but on y in the same somewhat vague way in which his body in its embyonic development passes through stages corresponding to those of the race ancestry, not in the definite manner assumed by the Herbartian Historical-Culture-Epoch theory. If it be true at all, however, it lends a new force to our contention that science, in the broad sense in which we are using the term,is fundamental in education; for the training of the race has been just what we

are asking for in the training of the child, namely, experiences of nature gradually shaping themselves into groups, problems forced upon attention by the reactions of men and nature, solutions wrought out with the resources of mind and body previously acquired.

Men think in terms of their sense experiences or in terms of certain fundamental general notions which are the abstractions, the blank forms of their sense impressions; notions of force and matter, of causation, of relations in space and time are merely our sub-conscious summing up of sequences of sense impressions. That is a sound mind in which these notions are developed in such form as to correspond to the actual occurrences, i. e., when they are of such a character as to lead us to expect from a given set of conditions the outcome which is really to issue from it. Where is the mind to get experiences of this formative sort? Evidently only through contact with natural phenomena. Minute and hour and week can mean something only to people who have lived minutes and hours and weeks; a being without a muscular system could have not even a symbolic conception of force, a child's conception of it will be clear when he has felt himself exert it; the law of work in physics is found to be meaningless to students who have never worked with lever, or pulley, or windlass; chemistry is a subject very difficult of approach in our high schools because boys and girls come to it without any conscious experience of chemical change; young people stand impassive before a great work of art, or are unmoved by a literary masterpiece because they don't know what it is about. The facts of race development and the observed results of training point alike as the first thing in education to the giving of experiences, the imparting of facts, which is the first step in science training.

And then what? Keep up through the whole eight years of the grammar school the "demnition grind" of "observation," of collecting facts of which no use is made? Heaven forbid!

We all declare we want to teach children to think. What are they to think about? What is there in your course of study?

Arithmetic? Very well. By all means let us have our children think about arithmetic; but what shall they think about it? A sixteen-year-old girl who had been trained in a school where they did their thinking about arithmetic, I suppose, was asked,—

she wasn't a fool, mind you, just an ordinary girl,—was asked to compute the cost of 16 pounds of sugar at 6¼ cents a pound. She labored long and reported two-and-a-fraction cents. Asked how many pounds of sugar she could buy for a dollar, she replied at once on the basis of her experience "sixteen." I often give to classes beginning science with me a simple problem and get eight or ten answers, some of which may be ten times greater than others, or I ask a boy to compute the cost of carpeting a room 15 by 18 feet with carpet at 75 cents a yard, and he reports $1,723,293.27. He knows his mother has about such a carpet on her best room and that his father never possessed one-tenth of one percent of the sum he has named. You say these pupils didn't learn arithmetic well. I agree with you. You perhaps, are objecting to their lack of clerical accuracy. I am objecting to their lack of horse sense. I am objecting to the fact that they relied on the accurate performance of a purely formal process and didn't think of the meaning of the whole question. Arithmetic must be dealing with really vital things having a common sense meaning to the child or it becomes the most thought-killing juggling with symbols that can be devised. It is not a *thought* subject for children. It is merely a subsidiary mechanism to aid real thinking.

Reading? Literature? Of course; excellent thought subjects if they contain anything for the child to think about. And what sort of thing would that be? Why, something that he understands, something of which he has had experience. "But," I have been asked, "can't he extend his experience by reading? Can't he use his imagination?" Yes. He can imagine a pea-green elephant with six tails in a straight line down the middle of its back, but only if he has had experience of pea-greenness and elephants and tails and straight lines and middles of backs. And he can't think about the thing after he has imagined it unless his experience of the things has been also an experience of their relations and an experience in thinking about them; he can't think about tails in a relation he has not observed unless he has thought about them in the relations he has observed. Literature a thought subject? Of course it is; that is its chief value, but it is a thought subject only as it provides exercise in kinds of thinking learned beforehand out of concrete experience.

History? He has social experiences, we hear. Yes, he has.

Do you want him to analyze them and think about them? Very well. So do I. If you know how to make him analyze his social experiences and do real thinking with them before he has done anything at the analysis of the environment in which society lives and works and in relation to which only it exists, do so. I don't believe, however, that you can. To attempt to do so is to run off into the vague and mysterious. The charge I have to bring against education based on the so-called humanities is that it begins, not with what is most intelligible, but with what is most complex, and its pupils never see clearly because they never get to the actual elementary facts of their subject matter.

You ask a boy to think about history. How can he? Of what can he think? Even if he could analyze his own social experiences, how is he to think of social experiences of a kind he has never had? History is the story of the development of human society, and this in turn is the story of man's conquest of nature reacting on his life. If you wish to teach history by starting in with the boy in his present relation to that portion of his civilized environment which he understands and lead him back through the race development, carrying him no farther and no faster than he can go by intelligent analysis and with clear understanding of relations, then is history a thought subject and an organic part of that unified educational effort for which I am pleading and which I am calling science. And when you teach history in this way you will start with the facts of the material environment of the child; how he is fed and clothed and brought to school, and the history you trace will be the story of the material advance of the race with its social organization placed where it belongs,—in a purely subsidiary position; for man's progress from less effective to more effective social systems has always merely marked the time of his conquest of new industrial methods or new natural resources. History, therefore, like literature, falls at once into place as an extension of the kind ot thinking begun in the child's science interpretation of his universe.

Permit me to say, however, before dropping this subject: I am not forgetful of the fact that some of the child's earliest and most vital experiences are of a social character and that in the family his life is from the first largely dominated by social factors. It seems clear to me, however, that the social influences, so far from prompting thought, analysis, problem-stating, and problem-

solving, the questioning of tradition and authority, have just the opposite effect. The social life into which the child is plunged is chiefly one of settled customs. He finds people doing things in fixed ways rather than trying to find the best ways of doing things. To the child it must seem that convention holds all but universal sway. The table is set *thus*; the chairs are placed *so*; the salad, the soup, the fish, the roast are served in *this order*; bread is made, or cake, or pudding by a formula which is part of the established order of things; father goes to work and comes home at such and such hours six days of the week and goes to church on Sunday as part of the ordained plan. All of this appeals most strongly to the child's instinct of imitation, and I often wonder, not that the Chinese are so custom bound, but that any people is less so.

We can see, of course, that this has played its part in conserving the race's social achievements in the past; that it still plays its good part in conserving those practices which facilitate social intercourse and especially in conserving morality—which means custom, etymologically,—but we can equally see, of course, that it stands directly opposed to that individual adaptiveness in matters of doing which we have seen to be such a fundamental matter in the equipment of the citizen. The very nature of the child's social experiences tends to prevent him from analyzing them. He can do so only when his approach has been indirect, and it is this indirect approach to social problems of which we have just spoken.

Geography? Well, that, of course is science, often unscientifically taught, but that is not the fault of geography. If I begin to talk about geography I shall need another hour, so I'll pass it by for the present, returning to it for a brief mention later.

Art? Music? These are primarily modes of emotional expression, secondarily of intellectual expression, and in a tertiary degree sources of a peculiar, cultivated intellectual pleasure growing out of our love of formal perfection, the delight in the analysis of intricate technique. No sane man questions their great value in education, but they are practically out of court in our discussion because they aim at results widely different from those we have been discussing. I should like very much to talk to you about them for awhile—perhaps because my knowledge of them

is as near to zero as that of a modern civilized man can be—but I shall have to forego that pleasure.

This suggests to me another topic which I should very much like to discuss if I had the time, that, namely, of the relation of scientific training to emotional development. Man is essentially a moral being, a social being, an emotional being; three ways of saying the same thing. The development of a healthy emotional tone is, therefore, a primary aim in education. Any science or any literature, or history, or arithmetic, which does not at last find expression in the emotional reactions of the people is worse than useless. I have not time to defend science against the absurd charge that it is unemotional, but I must suggest that I can think of no better way ot inculcating effective love of God and nature and fellowman than by conscientiously striving to know the truth and to apply it for the ends of society. In this connection, too, we may well recall that if not from science, yet certainly from nature, spring directly all religion and art, as from science proper springs all material civilization.

In brief resume of this part of my discussion: The child-mind like the race-mind is formed by contact with nature; its activities are strictly limited by the extent of that contact; its thinking must be in terms of its experiences thus gained; finally, the interpretation of nature, i. e., science, alone, among our subjects of instruction is primarily a thought subject.

From yet another view-point I must ask you to consider this subject before I close. The education of the child is a training for effective living. The activities it demands of him should present some kind of unity. The child should pass from one stage of his education to another naturally, without feeling a hiatus or strain. It is characteristic of the so-called "new" education that it has set itself seriously at the problem of finding a unifying principle in the choice of subject matter, so that each subject of instruction shall be, not a distinct thing, but an essential part of a unified movement presenting no breaks.

The various attempts to solve this problem seem susceptible of grouping under two heads:

First, Organization about a central subject such as geography. In such a system the child starts in with a conscious attempt at interpretation. He is going to study the earth as the home of man, and beginning with the things next to him to-day he learns and interprets, working out the problems of botany and zoology,

of physics and chemistry, etc., making acquaintance with mathematics, literature, and art as he needs them in his great work of understanding the world as related to himself. Now this is exactly what we wish to accomplish. The only question is: Does interpretation, as such, present to the child the most effective motive for effort?

It is on this point that the second kind of plan of unification departs from the first one. It assumes that the answer to the question just asked is "No," and proceeds to organize the work about a central activity; the child is to *do* something, and to solve the problems of the universe because he will need to understand them in this doing. One man, for instance, would set the child at reliving the race-life; starting with a hypothetical first man, or at any other convenient starting point, the child is to follow him and his descendants through to the present and play at solving their problems. This, too, is good if it will work. Personally I doubt if it will work. It seems to me to leave out of consideration the fact that the child is a real living being and does many things for himself. It may be a good reason for eating mince-pie at Christmas that our ancestors ate it, but most boys can find a better reason. To reproduce the gardens of the Pilgrim Fathers may keep children at work. I believe they would attack the problems of gardening more vigorously if it were in their minds to raise watermelons to eat, or radishes and lettuce to turn into firecracker money for the Fourth of July.

Here it seems to me, wisdom has come out of Chicago. Dewey's proposal to make the school "a genuine form of active community life" which shall then attack the problems growing out of the community needs, seems to me most nearly ideal of all such plans because it makes the motive one of *doing* and connects it directly with the interest of the living child. However, even this plan seems to me to create a somewhat artificial unity. We must remember that the school is not and cannot be an independent, self-supporting community. It cannot reproduce, as Dewey suggests it might, the conditions of the earlier family life where each member had an active participation in all kinds of activities practised at all, and if it could be such a family it ought not to be; for the very pressure of that participation prevented thought and forced acceptance of traditional methods. *Leisure* is an indispensable condition of progress.

Whatever principle of unification is adopted must be built

around the child *as he is now.* We may learn from his race history something about his present condition; it by no means follows that in his training we are to hark back to any assumed Golden Age of primitive simplicity. Reliving the race-history does not necessarily involve thoughtful living.

Let me illustrate: Dewey had his children re-invent the stages of the loom. This may have been best, but if so only because in this instance the first loom was the one easiest suggested to the child mind by the facts at hand of material, product, etc.,—and this certainly would not in general be the case.

It matters, after all, probably not so much by what device we get children started in this work of interpreting nature as that we do get them started, and my reason for citing these schemes was merely that I might call attention to the fact that whatever be the central motive of activity suggested, the mental activity involved is science—interpretation of nature; as Dewey puts it, the pursuits of the child are to be "active centers of scientific insight into natural materials and processes"; that is, they all recognize that in subject matter science is fundamental.

To sum up now in a few words what I have spent so much time in saying: Science is fundamental in education because:

1. It is fundamental in the equipment of the citizen.
2. It furnishes the only field for natural development of mental activity.
3. It furnishes the best basis for unification of method.

RAY E. CHASE.

State Normal School, Chico.

* * *

WORKING OVERTIME.

"It cannot be said that all men who willingly work overtime reap their reward; but it can be said that no man is reaping the highest rewards or the largest rewards who has not, sometimes for years together, worked overtime. The fear of working overtime is a kind of cowardice which defeats all noble ambitions and condemns a man to mediocrity; eagerness to work overtime when there is work to be done is a sign of a true workman." "Eager to work overtime when there is work to be done," undoubtedly "is a sign of a true workman," but is it wise or in any way desirable to permit such a man to work overtime, except for a brief time in an emergency?—*The Outlook.*

Department of Methodology

A FEW "ENGLISH" HINTS

"Why should people make so much fuss about the use of the English language?" was a question asked by an impatient woman not long since. The writer was not called upon to answer the question; but he wishes to make a few remarks on the subject while it is up.

There is no language so nearly a world language today as the English form of speech. There is nothing we use so much or so constantly our entire lives as the English tongue. We need to understand a little about figures and how to write, for we occasionally make a computation and many of us write from one to a dozen letters a week; but every mother's son and daughter of us uses the English language constantly from morning to night and from New Year's Day to December 31st. Then why should we not give more attention to it than to any other branch taught in our schools?

One fact is that we do not give as much attention to English in our schools as we should; and another fact is that we do not take the pride we should in attempting to preserve the purity and beauty of the language by careful use. As a rule we are careless and thoughtless in our speech and writings. In other words, we are daily and often hourly guilty of coolly murdering the "King's English."

Just to particularize, let me submit one kind of example in miserable English. Not long ago an advisement appeared in one of the leading San Francisco dailies stating that "a watch will be presented to each boy purchasing their suit in our store." And only the other day I read in the New Zealand "Herald," one of the greatest and best-edited journals of that progressive country, that "Each person on entering must drop their penny in the slot receiver." And from the lips of educated people and on our public platforms and pulpits we hear this very common error of linking the singular and plural together. It is a careless mistake, but deserving of blame. Such a widely-read book as "The Maid of Maiden Lane" has numerous examples of this careless English scattered thru its pages, the fault of either its author or its editor.

In a leading editorial the San Francisco "Call" naively declared that in a certain town it has been proposed to select for a

city seal "a crowing hen, an emancipated, new hen who never sets." Even the carefully edited San Francisco "Chronicle" makes similar "breaks" in places where they should be detected easily.

Much of the wretched English ventilated in the newspapers comes from the callow youths who have succeeded in some way to graduate from a high school, college or university, and are then given the responsible position of reporting the news. Much of the stuff they write is only half edited, and the public has to suffer and take its daily ration of chopped-up English.

These youthful reporters may have graduated, theoretically, in English, but nothing is more plainly evident than that they have failed to understand how to manipulate their mother tongue.

A live language is necessarily always changing and the alert teacher or reader keeps in touch with the new words, the foreign words that are becoming naturalized, the words that are changing in shades of meaning and application, and the reform movements in spelling and punctuation. But there is a tendency in the United States that the conservators of purest English should guard against. It finds expression in the publications of the Macmillan Company, and even an attractive magazine like "The Bookman" is disfigured by it. I have reference to the going back to the ancient English spelling of such words as favor, labor and humor. We have succeeded in eliminating the useless "*u*" in a long list of such words, to the plain advantage of the language, and now a few would-be dictators in usage are trying to foist back on us that load of orthographical trash, their excuse being, we are informed, that the people of England refuse to purchase their books and magaziues unless such words referred to are spelled according to the old English standard. We have been teaching our millions of children for many years that o-d-o-r spells odor, and that r-e-a-l-i-z-e spells realize. Are we now to undo all this and teach them that the correct way is odour and realise? I think not. And our teachers should show that they think not by refusing to purchase books or subscribe for magazines with such words misspelled.

It has taken us a generation or two to arrive at the place where we habitually write program, a reform patent at first sight; yet there are still many people who insist on the old and awkward form—program. When a reform in spelling appeals to our common sense and harmonizes with the general fitness of things, we should not be too conservative to accept it.

As to the use of foreign words in our talking and writing, the subject has been so sensibly and in such an interesting way commented upon by Prof. Brander Matthews in an article entitled, "Foreign Words in English Speech," in "Harper's Magazine" for August, 1903, that I shall only refer to it and urge every student and teacher of English to read such article.

That the best spoken English is found in the United States rather than in England, the home of the language, is admitted by scholars who have traveled enough to be authority on the subject. James Russell Lowell made that assertion over forty years ago and it is even truer taday than it was then. But let us take one step further. The purest English in the United States is spoken in the western states. In this section of our land you find fewer provincialisms and other peculiarities of speech that so often proclaim a man's *habitat*, so to speak. A man from Connecticut can be detected in Texas or Idaho. One from Alabama will almost surely betray his nativity in the first sentences he utters; the Virginian likewise. But the native Californian or Coloradian may go into any quarter of the Union and he will not impress the natives with any particular peculiarities of style in speaking. Everything he says is readily understood because his speech is of the best type of current English.

We people of the west should, therefore, take a just pride in keeping our style of speech up to the standard it has attained and thus assist in teaching the world pure English.

R. E. Johnson.

* * *

WHAT ARE THE CHARACTERISTICS OF THE RIGHT KIND OF STORIES FOR THE PRIMARY GRADES?

This question must be considered in the light we have received through psychology and child study. To quote Doctor Burk, "the most essential principle of education, as viewed from the standpoint of later psychologists, is that there are epochs or stages in the child's mental and physical growth, and that each higher stage is reached by passing through a lower or more primitive one." There is a definite order of development in the individual fixed by heredity and it follows the order of development of the race. Every period of development should have its own particular stimuli.

The child entering school between six and seven years of age

is in that period in which memories of the senses and their associations are coming into prominence. The traits of character he shows at this time are similiar to those found in primitive man. He has little idea of cause and effect, that is, he doesn't trace the connection between cause and effect. His thinking is done in a fragmentary way, going quickly from one strong mental picture to another, leaving out the connections. He has no established principles of right and wrong. He has quite early a feeling of justice but not of doing right for the sake of right. He imitates the action of others. This is preëminently the period of forming habits. A great deal can be done for the primary child in forming good habits of behavior by means of the story.

The story forms the basis of much of the initial school work and should be carefully selected. In every instance, we should be able to give ourselves a well founded reason for every story that we use.

McMurry states five requirements of a real child's story.

First—It must be truly child like—that is, both simple and full of fancy.

Second—It should form morals; not in a sense of preaching, but in a sense that it introduces active persons and things that will call out a moral judgment of approval or disapproval.

Third—It should be instructive and lead to thoughtful discussions of life and nature.

Fourth—It should have some permanent value that will recall it to the child's mind from time to time.

Fifth—It must be a connected whole.

Mother Goose rhymes are probably the best selection for the earliest stories. They serve two especial purposes in the beginning of school life: that of exciting the language centers and increasing the vocabulary; and they form a link between home and school, for most children are familiar with these rhymes before entering school. Whatever will continue the home interests and carry them into the classroom environment is of inestimable value to the primary teacher.

Following Mother Goose rhymes, fables should be introduced, preferably Æsop's. The fable is unique in its position in literature. We find it alike in the common speech of the old man, the middle aged man, the youth and the child. It forms the most perfect association between the young and the old, so it rightly belongs to the literature of children. For many reasons, it is

particularly adapted to the earliest story work. It is short. The entire story may be given in very few words. It is usually of animals which are the natural companions of children. It appeals to the imagination for it represents animals doing as people do. It suggests a moral so plainly that it doesn't need to be pointed out.

The folk stories belong exclusively to the children. Older people remember them mostly through association. Every nation of Europe has its own collection of folk lore. We, being a composite people, have inherited from them all. These stories have been handed down from one age to another with very little variance and their place in children's literature is unquestioned.

The myth is the oldest literary production and should have a prominent place in the stories of the primary grades. The imaginary world belongs to the child—the scientific world to the adult. "The mental state of little children is in many respects that of the primitive peoples in the mythological and poetical period." Compayre says: "If we should let the child alone and education did not come in to put reason into his fancies, he would create a new and complete mythology. This is the time to give him the myth and the narrative history; the time to introduce him to many of the forces and passions, hopes and fears, victories and defeats that have made this world what it is."

G. Stanley Hall says: "The myth is the best food for the inventive, the originating and the idealizing faculties. With these faculties awakened, natural objects have a new meaning and the child weaves his own fancies about the clouds, sun, moon, wind, trees, etc. They become objects of thought with which he can dwell, and by which he enlarges his soul."

The myth is a charming aid to nature study and one of the best helps in forming character. Ezra Allen in Pedagogical Seminary, Vol. 8, tells us the myth is the mother of religion, philosophy, science, nature study, morals, art, history, geography and poetry. It teaches us dependence upon higher beings, worship, reverence for elders, love for friends and for country, love for the beautiful in nature and conduct. It is an elementary geography. It is true poetry.

Myths give us a new meaning for many of our holidays and customs. Christmas is the Christian adoption of the old Teutonic feast celebrating the suns turning northward. The Christmas tree comes from the ancient belief that certain trees bloom and

bear fruit on the holy night. The Easter egg is a relic of an old Aryan creation myth. May-day comes from an old feast celebrating the incoming summer.

It is impossible to draw the line between myth and history, for all history has its beginning in legend. It would seem no child's life is complete without this stimulus to his imagination. It is a part of our racial inheritance and has served the same purpose "by the campfire, in the cave, in the wigwam, in the cottage and in the palace."

The fairy tale is a form of the myth, a manufactured fancy. It should have a small place compared to the myth because it does not feed the mind on great things. The myths represent the searchings of the primitive mind after truth. The number of myths should not be too great. Better results may be obtained from a few good ones illustrating moral qualities and the beautiful in nature, and they must be in line with the child's apperception.

True hero stories and history stories should have a place in the first years of school. They have proven excellent reading material for the first grade. The many fine engravings that may be used with them help to fix historical facts at the time when the emotions have been aroused by the story. At a recent picture exhibit, a class of first grade children immediately recognized the portraits of Washington, Franklin and Lincoln and could tell a connected story about each. They were delighted with a large picture of the surrender of Cornwallis, familiarly calling it "Washington in the war."

A class of stories that is quite generally neglected in school work are those found in our greatest classic—the Bible. There can be no question as to the value of such stories as "The First Garden and the First Gardeners," "The First Boat Builder," "Joseph," "Moses," "David," "The Wisest of Men," "The Life and Works of the Great Teacher." There never yet has been a well founded objection to these stories. In fact, they are the food which nourished one of the most upright races of people we have ever known.

The following is a list of stories that have been used successfully in the Santa Rosa schools.

First Grade—Mother Goose Rhymes, Æsop's Fables, Three Bears, Red Riding Hood, Three Little Pigs, Old Woman and her Pig, Pied Piper, Musicians of Bremen, Tom Thumb, Cinderella,

Tar Baby, Discontented Pine Tree, Mountain and the Squirrel, Three Goats, Red Headed Wood Pecker, Adventures of a Brownie, First Thanksgiving, Christmas Story, Stories of Columbus, Stories of Washington, King Midas, Epimetheus and Pandora, Latona and the Frogs, Orion, Moon and Rainbow Stories from Hiawatha.

Second Grade—Baucis and Philmon, Arachne, Iris, Clytie, Stories of Hercules, Æolus and his Children, Stories from Hiawatha, Pocahontas, Franklin, Lincoln, Wm. Tell, Androclus and the Lion, Dicky Smiley's Birthday, Moufflou, Porcelain Stove, Blind Men and the Elephant, Stories from Little People of Asia,

Third Grade--Horatius, King Alfred, Bruce and the Spider, Whittington and his Cat, First Garden, First Boat Builders, Joseph, Moses, David, A few of the Norse Myths, Echo and Narcissus, Theseus and Ariadne, Ceres and Proserpine, Cupid and Psyche, Daphne, Lohengrin, Siegfried.

MINNIE COZAD.

* * *

HELPS IN TEACHING PRIMARY READING

In primary reading one of the greatest helps is to accentuate the story in every way. I begin the story-telling with the phonics after this method:

A is a little boy whose picture I am going to show you. Here it is. A.

See his pretty hat !

What kind of a hat is it, this broad straight crowned hat ?

"A summer hat."

Yes, it is a summer hat; and when we see this little boy with this kind of a hat on, we say:

"How do you do, little boy A?"

There is something very strange about this little boy, different from us (I try to make it a mystery—children like to be excited); in the winter time when he changes his hat, he changes his name too!

Now I am going to put on his winter hat; it turns up in front and it turns up in the back, and when we see him now we say, "How do you do, little boy A?"

When we come to the reading lessons we have the story proper, and then imaginative stories based on the lesson, the child telling

how it might come out if it were longer, thus developing spontaneous expression.

A sentence with us is never a sentence but a story, and we find out what kind, whether it is a plain story, an asking story, or a surprise story by the little marks at the end.

We never say anything about voices rising or falling, the children learn that unconsciously by imitation. Hence it is important to read their lessons to them with animation and great expression.

Illustration forms an important help in primary reading. If we cannot find a picture or an object, and the lesson is about something the children have never seen, for instance, a starfish, we draw one on the board, always being careful to write the word under the picture. A word like that unusual to their experience can be impressed upon them by using it in that day's number work.

We have found good results in having the pupils draw a picture of their lesson. It shows whether they have understood the story. They never think it is too hard, but try to make their idea, tho we must expect their pictures to be crude from an artistic standpoint. I make small charts, partly reading and partly pictures, using words from their lessons in different combinations. These may be used as a reward, those having the best lesson being privileged to read the chart.

Reading at sight a sentence at a time trains the eye. Before they study a lesson we write all the new words in it on the board and have them thoroly talked over as to meaning and pronunciation, until every child knows them at sight.

It is well never to show all the new pictures in a lesson, leave something to be found out, and they will be anxious to see what is coming at reading time.

We find it a good plan to put two lessons on the board, each day using words they know but which are not in that day's lesson. This keeps old words constantly before them and they are not easily forgotten.

Also in this way we find out whether or not we are going too fast with them. A child should never leave a lesson until it is thoroly learned. Let it be taken over, even tho it takes time and ingenuity for the teacher to present it each time in a new and attractive manner.

At night it is well to review all the new words they have

heard during the day and when they go home have them tell them to their mothers, thus the lesson accomplished stays with them.

A child should never be allowed to contract the habit of reading one word at a time but a whole sentence.

Following the text with the finger will cause the child to read at a laborious pace no faster than the finger goes. It is a help to have the little finger be sick and neatly bandaged until this tendency is overcome.

We do not encourage the children to tell of the mistakes in the others reading, let them rather tell of the good things.

Children are hard critics, the teacher can speak of the mistakes without hurting the little feelings, for she can do it kindly.

We do not follow the plan of going thru the book lesson by lesson, but skip some of the hard and uninteresting ones and when the children have acquired more skill come back to them and they are understandingly read.

For incentives to good reading and spelling lessons I use gilt stars, bright colored ribbon bows and badges, and very proud are the little wearers when they can go home thus decorated. Perhaps it may be urged that so much attention to primary reading is impracticable where the other grades must be prepared for promotion examinations. In our opinion the smallest child has his right to painstaking teaching as much as the most advanced, and the teacher, if she has the interest of her school at heart, can prepare many devices out of school hours.

For instance, make a book of stories based on their lessons in reading for the blackboard, and it takes very little time to copy them upon the board. Such a book once made will last from year to year, as will also lists of words to be used for phonetic drill. An outline of stories for use in teaching the phonics can be easily kept in an ordinaiy note book, and recalled for each year's work.

Charts, pictures and objects for use in teaching new words can be collected by keeping the eyes open for such things where ever the teacher goes.

These things, of course, encroach on the teacher's leisure, but any one enthusiastic iu the work will not lock up all thought of her work with the key to the school-room door but will carry her school with her, to think and plan and strive for the best good of the little minds intrusted to her care.

Yuba City, California. MABEL KIMBALL.

BOOKS AND MAGAZINES

The annual report of the United States Commissioners of Education is in many ways the most important book of the year. It is a combined year book and encyclopedia of educational matters. It is literally a mine of information upon almost every phase of the subject. This admirable volume is not used as much as it might be. It can be had for nothing and should be in every schoolmaster's library while its table of contents should be in every schoolmaster's head.

Volume one of the report for the fiscal year ending June 30th, 1902, has just been distributed. A few extracts will summarize the educational situation. The total enrollment in schools of all sorts for the year was 18,080,840; in common schools 15,925,887 or between 20 and 21 per cent of the entire population; the average daily attendance was 10,999,273 or 69 per cent of the number enrolled. This rate of attendance is higher than any reported hitherto. The average number of days attended by each pupil enrolled reached the high total of 100 days, it was but 78 in 1870.

More notable is the increasing length of the school term due to the growth of villages and cities. It 1870 it was 132 days, now it is 145 days. In the cities it amounts to 200 days and in the majority of villages to 180 days. The average monthly wages of teachers for 1902 was nearly $50 for males and about $40 for females. About 28 per cent or 122,392 were males out of a total of 439,596. Twenty-two years ago the precentage of male teachers was nearly 43.

The aggregate of school property arose to more than $600,000,000. The amount of money for the support of schools derived from local taxation has steadily increased.

The average expenditure per pupil of average attendance has increased pretty constantly since 1880, the total expenditure being $12.70 in 1880 and $21.38 in 1902.

The average schooling of the entire population in 1800 was 82 days, in 1850 420 days; in 1890 892 days and in 1902 1032 days.

In 1870 the average schooling for the entire population of the states of the western division was 712 days, in 1902 it was 1134 days.

The number of pupils in secondary schools was 367,003 in 1890, in 1902 it had risen to 734,760.

Annual Reports of the Interior, 1902. Report of the Commissioner of Education, Volume I, Washington. Government Printing Office.

The public high schools enrolled 75 per cent of this number. The value of the property of the public high schools of the United States aggregates nearly $125,000,000. The number of public high schools has increased during the same period from 2526 to 6292.

The total number of universities, colleges and technological schools is 638, of which 131 admit women only; 134 universities and colleges admit only men to the undergraduate schools, and 330 admit both men and women. Of the 43 technological schools 27 have women students enrolled among their undergraduates.

In addition to the invaluable statistical matter to be found here there are thirty chapters which contain the richest selections from the educational literature of the year. One chapter is devoted to Franklin's influence in American education; another is an exhaustive discussion of the college-bred negro; another is devoted to Francis Wayland Parker and his work for education; another to Henry Barnard. In others education in Canada, in British South Africa, France, Italy, Great Britain and Russia is described. One chapter is devoted to medical inspection of schools abroad. A lecture upon the education of the will delivered by Prof. F. Buisson is reproduced. Commercial education in Switzerland, the University of Oxford, Correspondence Schools, and Child Study in Chicago are the subjects of other chapters. A biography of Joseph Le Conte; the kindergarten ideal of nurture; technical education in Germany. The addresses delivered at the Johns Hopkins and Yale celebrations and a dozen other interesting papers and reports will be found in Chapter XIII.

Such a treasury should be possessed and read and frequently referred to.

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Another volume of almost the same rank and value is the "Addresses and Proceedings of the National Educational Association" which met at Boston in July, 1903. As the Boston meeting was by far the largest meeting in the history of the association so it would seem from a casual reading of this report that its program was by far the best that has yet been presented at any of its meetings. It is incident to so great an undertaking that much

Journal of Proceedings and Addresses of the Annual Meeting of the National Educational Association. Published by the Association, Winona, Minn.

which is done and said there must fail to be of real worth or of general interest.

But this time there is less lumber in the Proceedings than in former years and a vast amount of material that should be read and consulted and some of the more timely papers should be thoroughly discussed in the teachers' clubs which are now becoming numerous throughout the state. Almost every phase of contemporary education is represented. In the report of the general sessions we note from the president's address: "The New Definition of a Cultivated Man," the work of the great president of Harvard University.

1. The moral sense of the modern world makes character a more important element than it used to be in the ideal of a cultivated man. Now, character is formed as Goethe said in the "stream of the world and not in isolation."

2. A cultivated man should express himself by tongue or pen with some accuracy and elegance.

3. The next great element is acquaintance with some part of the store of knowledge which humanity in its progress from barbarism has acquired and laid up.

4. Another element in cultivation is the training of the constructive imagination.

Prof. West begins his address on "The Present Peril to Liberal Education" with the statement "the cause of liberal education like the cause of political liberty, is always worth preserving and always in peril", and specifies commercialism, illiteracy or the ignorance of good literature, the love of pleasant rather than hard studies on the part of students and the confusion of college counsels as the chief perils of higher education in our land. Other papers that should be noted treat of Trade and Manual Training Education, School Gardens and Surroundings and The Nature Study Movement. The discussions of the department of Superintendency contains a wealth of suggestive material. The Saving of Time in Elementary Education was the chief subject of the council and its discussion should be taken up and exhaustively considered by our high school association. The program of the kindergarten was in many ways the best of the meeting, which is generally true, since kindergarten teachers have the advantage of attempting to make the rational traditional while teachers of other grades are pledged to the undertaking of making the traditional rational.

One of the most striking papers in the entire collection is that in which Prof. Earl Barnes reports a somewhat exhaustive study of the child's attitude toward his studies conducted by the questionary method. Reading appeals to children strongly in the earlier stages of school life. Judging from the children's answers the content read is not very attractive. "In all the cities I examined I find children of twelve and thirteen frequently saying: 'I like least reading because it is so dry'; 'Reading because it isn't any good'; 'Reading, its sometimes simple.' Has not the content of our reading suffered in all parts of the conntry from the great attention to the mechanics of the subject? And is not the aim of reading content, or is the aim of reading to read?" When spelling is liked it is chiefly because of its definiteness, as a boy of seven says: "I like spelling because it's write there to study"; "I like spelling least", says a boy of eleven, "because the least little thing makes it wrong." Almost none of the boys and only a few of the girls select language as a favorite subject. Arithmetic is disliked by young children and liked by older ones, which would indicate that it is unfitted for young children and begun too early. Physiology is hated by pupils of all grades. It has been forced into the course of study for external reasons and not in response to the real needs of the schools. Grammar work is thoroughly disliked. This study suggests that certain reforms are imperative first, in the course of study itself, and, second, in vitalizing instructors.

There remains the reports on normal schools, manual training, art education, music, business, child study, physical education, science instruction, school administration, libraries, etc., all of which should be carefully abstracted and printed here, for it is the belief of the editors of the JOURNAL that the most valuable literature of education does not reach the teachers nor greatly affect the work of the schools, and to overcome this condition is our chief purpose. We shall return to this volume again and again throughout the year and endeavor to present an epitome of the vital discussions of each of these departments.

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The publishers have supplied a real want in reprinting these papers, for the echoes of proceedings of what is now a famous meeting of the Section on Higher Education have reverberated to

Present College Questions; Six Papers Read Before the National Educational Association at the Sessions Held in Boston, by Charles W. Eliot, Andrew F. West, William R. Harper and Nicholas Murray Butler. New York: D. Appleton & Co.

every corner of our country. Extraordinary interest is manifested wherever education is discussed in what was said there. The problem affects the high schools hardly less than the colleges and this volume should have a wide reading among high school teachers. It is worth while to note the psychology of suggestion as illustrated in the make up of this book. The addresses seem to be far more important when printed here in good clear type, upon high grade paper, with wide margins, etc., than they did in the inartistic and cheap volume of Proceedings. It pays on every score to appeal to the art instinct, a consideration which we beg to commend to publishers of magazines and books and makers of institute and state association programs.

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Comparison is one of the chief roads to comprehension. The editor of the "International Educational Series" is to be thanked for presenting this means, not only for the better comprehension of the schools of England, but, by comparison, for the better comprehension of our own. Education in England is a thing so complex and diversified as to be almost ununderstandable by the American student. It cannot be said that this volume makes the matter sun clear, for that is impossible, but it does throw a very grateful light into dark places. The great public schools of England are somewhat understood here, as much understood perhaps as schools so unlike our own and so opposed to our way of thinking or hoping can well be; but the elementary schools have long been almost a closed book to us. Growth is not brought about in England as in this country. Whatever clash of interests there is is settled very slowly, step by step, for the rock of conservatism is firm. The educational millenium has not yet come there, but the evolution of schools has been so deliberate that the process of change is much easier to study than in a country where kaleidoscopic changes sometimes take place. There is perhaps no clearer illustration of the value of universal, state maintained,compulsory education than can be seen by looking here. Not the least valuable part of the book is the section in which the Education Act of 1902 is reprinted in full.

The Evolution of the Elementary Schools of Great Britain by James C. Greenough, A,M. LL.D., New York. D. Appleton & Company.

These Spanish classics appear in a very pleasing dress, with clear type and the very desirable addition of a vocabulary in each volume. It is needless to comment on them. They are two of the best works of two of the best contemporary novelists.

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The author undertakes to present the elementary ideas of number and of language at the same time. The plan is excellent and the pictures very successful aids; but such a book must be intended for use in the schools of the Philippines rather than in this country, for the work is of too elementary a character to appeal to children, most of whom have already mastered its contents before entering the kindergarten. The plan might be much more adequately carried out, but even so, numbering and talking about objects would be vastly more satisfactory and numbering objects in order to use them far more satisfactory still. The book will make the teachers' work easier, but will be of doubtful value to young children.

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These are the stories that have delighted the children of men for three thousand years. Generation after generation has insisted upon its right to hear them, and the newest generation of all must inherit as well as the others. The stories are here retold in the words of one who loves them, and the book contains a number of excellent illustrations. On the whole the work of telling these stories seems to be well done, if there is any criticism which should be passed upon the book it is that the style is too commonplace and has too little of the flavor of other days in it. There is an advantage in learning the Bible stories in the phraseology of the King James version. There is a stateliness and manner to it which helps the historic sense as well as dignifies the story. Just so in translating Greek stories, there is a Greek style without which they do not seem to be Greek, but might just as well be attributed to Ohio.

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Galdós's Doña Perfecta, edited by Edwin S. Lewis.

Alcaron's El Niño de la Bola, edited by Rudolph Schwill. New York: The American Book Company.

Natural Number Primer, by David Gibbs, S.B. New York: American Book Company.

Stories of the Ancient Greeks, by Charles D. Shaw. Boston: Ginn & Co.

This is a literary work but should not therefore be without interest to the readers of THE JOURNAL. "The case for compromise was never put better, perhaps, than it was by moderate American statesmen after the great political compromise of 1850. That adjustment, they said, had saved the union; and they pointed out to the defeated radicals that the noblest politics are but a compromise. 'With what instantaneous and mighty charm,' cried Rufus Choate, their orator, "the measures of compromise calmed the madness and anxiety of the hour!' 'How, in a moment, the interrupted and parted currents of fraternal feeling reunited!'" Nevertheless Garrison went on. "And soon there was war and death and mourning in the land. Some said that the outcome proved compromise a failure; more said it was the fault of Garrison and of the other extremists on both sides. There was peace again, at last; a sure peace for the Republic; surer and deeper for some hundreds of thousands of young men in blue and grey uniforms, mourned a while by their young wives and sweethearts—mourned without ceasing by dim-eyed mothers. The end of compromise and the end of warfare were the same."

Here are four essays of unusual charm and sagacity, they are: "The Foe of Compromise," "A Defense of American Parties," "The Last of the American Historian" and "The Great Occasions of an American University.

* * *

"Expansion" has been much discussed of late and this book would have been more opportune had it appeared three years ago. Yet the problem is by no means solved and the chances are that American citizens will be required to give even more conscious attention to it in the future than they have already given. This historic discussion will show that its history began with the history of the nation. "We may not say," writes the author, "that the mind and soul are always developed commensurately with the physical body. But it is unquestionable that their development largely depends upon the development of the physical powers and upon the extension of activities which this makes both possible and necessary. A person leading the life of a babe in swaddling clothes could never hope to attain the in-

The Foe of Compromise and other essays by William Garratt Brown. New York. The Macmillan Company.

A Century of Expansion by Willis Fletcher Johnson, A.M.L.H. D. New York, The Macmillian Company.

tellectual and spiritual development of an active man of affairs. The same principle is applicable to the state. From Washington at Great Meadows to Dewey at Manila Bay, the span, in both time and space, is enormous, but it is a span of unbroken links of cause and effect, coherent, logical and inevitable." The purpose of this book is to trace this sequence of causes and effects. It should be of very great value to the teacher of United States history.

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This work is intended primarily for students. Its matter is almost entirely confined to a statement of principles. It is based upon the larger work in three volumes by the same author. References are given, at the end of each chapter, to the best literature upon the subject. The position of the author is already well known and a sufficient guarantee of the thoroughness of his work.

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The Western Teacher

The leading article is by John W. Cook on "The Tenure of Office of Teachers." In nearly all the states the teacher is an "annual." He hardly dares to buy a bit of realty in which to house his family lest it should be regarded as an immodest exhibition of confidence in his staying qualities. The laws of the different states provide for one, two or three year terms. What a beatific vision does Germany present! "After the German teacher has completed his course in the normal school, he is assigned to duty somewhere or elected by a community for a two year probation. Whether he has succeeded or no, at the end of this time he is called upon to take his "repetition examination." Having passed this he is free from all further examinations, and can settle down permanently, since his position is not endangered by political rotation or any other cause, except his own errors, such as neglect of duty, etc.

He lives in the school house or in a neighborhood dwelling, fitted up by the community as a schoolmaster's house, as a parsonage is fitted up for the parson by the church authorities. Being thus safely housed, and having no such Damocles' sword as a change in the political complexion of the school-board to fear

Elements of Political Economy by J. Shield Nicholson, M.A., D.Sc., New York. The Macmillan Company.

[in fact there is no school board] his future is assured." [European Schools, Klemm.] The limited tenure is bound up with the limited certificate. With a permanent certificate the way would be open to permanent employment.

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Pennsylvania School Journal

An article on "Great Teachers" the question is asked: "What then is the secret of authoratative speech? The thing most needful, and almost the one thing needful, is that the speaker should believe what he is saying. To speak as one having authority you must really have it. And to have the authority you must qualify yourself by the severest discipline of mind and heart" This answer is exhaustive enough and is final.

* * *

School and Home Education

Dr. E. C. Hewitt on "Some Fundamentals," writes: "The first perhaps is the law of self-activity. In the last analysis nothing can be done for the child unless he is induced or guided to do it himself. No fact is more truly fundamental than this, and it holds for body, intellect, motion, will and moral character. Second only by work can results be reached. The chief end of all right education must be character rather than acquirement. All right character must have among its elements, truthfulness, self-reliance, courtesy and thoroughness. Finally it must be the chief business and aim of the teacher to build up a right character in each one of the boys and girls under his tuition. He need not be everlastingly preaching, though the rousing word is often necessary. But example is far more effective than precept.

* * *

The Review of Reviews

There is a splendid article in the December number by H. L. Elmendorf, librarian of the Buffalo Public Library on "Some Things a Boy of Seventeen Should Have Had an Opportunity to Read." The list is too long to be reproduced in full. It contains the following among others. Much of our best poetry is founded upon the old hero tales and cannot be understood without an acquaintance with them. For the younger children nothing is better than Hawthorne's "Wonder Book, and "Tanglewood Tales" or

Kingsleys "The Heroes." Bullfinch's "Age of Fables" is acceptable to boys of from 12 to 15, though the joy of this book is sometimes lost because it is used for compulsory reading. The northern myths are well told by Mabie in "Norse Stories Retold" and in Litchfield's "The Nine Worlds." Boys of 12 to 14 like the Lang,Leaf and Myers' "Illiad" and Palmer's "Odyssey." Perry has reproduced the most passages of the latter in "The Boys Odyssey." Malony's "Morte d'Arthur" is accepta ble to many boys. Lang's "The Book of Romance" is recommended. A boy of seventeen should intimately know the English Bible. Experience shows that unless a boy acquires this knowledge before he is seventeen he rarely gets it later. For children "Bible Stories" by Moulton and Mrs. Gilder's "The Bible for Children" are recommended. Every boy should have an opportunity to know the world's great stories such as "Robinson Crusoe," "Gulliver's Travels," "The Swiss Family Robinson," and "The Pilgrims Progress." The text should contain only selected parts but should never be a "writing down" of a great book. Nothing can be more pernicious that the mutilation of the great masterpieces by putting them in other words supposed to be simpler than the author's own, as has been done in the "Hiawatha Princess" and the "Lady of the Lake."

For poetry that a boy will like, Bryant's "Library of Poetry and Song," Repplier's "A Famous Book of Verse," Wiggin and Smith's "The Posy Ring" and "Golden Numbers," Macaulay's "Lays" are suggested. "Hiawatha" can be read to children of 5 to 8. They will read it themselves from 8 years on. The best nature books "Æsop's Fables" and their natural successors "The Jungle Books." They teach ethics—the power of kiudness, the necessity and nobility of obedience, the strength of the weak, and the quality of mercy. Morgan's "Animal Sketches," Ingersoll's "Wild Life of Orchard and Field," Hornday's "Two Years in the Jungles" and Du Chaillu's "World of the Great Forest" teach natural history in appealing ways. In quite an other class are Harris' inimitable "Uncle Remus" tales.

In natural science the teacher should tell of the "Boy's Book of Inventions," "The American Boy's Handy Book" and Hopkin's "Experimental Science." For history introduce the boy to "Plutarch's Lives," Carlyle's "Heroes and Hero Worship," Brook's "True Story of George Washington," the Indian stories

of Drake, Hale, Gordon and Mrs. Custer. Parkman's "Oregon Trail," Wister's "Grant," Schurz's "Lincoln," Dana's "Lincoln and His Cabinet," and the chances are that he will read Fisbe Gibbon, Motley and Moise Stephens later on for himself.

* * *

The Tragedie of Macbeth

For almost three hundred years Shakespeare's works have been under the microscope of literary research and interpretation. Every word, every punctuation mark, has been scrutinized under the light of fact, theory and presumption. Can more be added to the knowledge already recorded?

Mr. Liddell takes the view that there has been too much change made in the original Shakespeare by modern editors. That there are printer's errors he grants; but that there are so many as the editors suggest he doubts. His method, consists, therefore, not in changing words, spelling, and phraseology, but in discovering authority which makes intelligible the words of Shakespeare as he wrote them. To illustrate we quote the comment on Macbeth's line,—

> We have scorch'd the snake, not kill'd it.

SCORCH'D, "hacked," "lacerated"; the Cambride text and most modern editors print Theobald's "scotch'd" for "Shakspere's "scorch'd." Modern editors of Beaumont and Fletcher likewise change the text of the "Knight of the Burning Pestle"—III, 4, where "scorcht and scored in this inhuman wise" occurs, altering the "scorcht" to "scotcht." In Rhode's Book of Nurture, 1577, a boy is told "With knyfe scortche not the boorde (i. e., table)." Shakspere uses the word also in Err—vol. I, 183, in the sense of *lacerare*, "to tear":

> and vows
> To scorch your face and disfigure you,

where some modern editors strangely understand "to singe,"and Warburton and Dyce amend the text to "scotch." This, like so many other alleged misprints in Shakspere, is therefore a creature of the editorial imagination.

Such is the nature of Mr. Liddell's comment, and in some of his readings he seems to have made out a case. He recognizes

A new edition of Shakespeare's works with critical text in Elizabethan English and brief notes illustrative of Elizabethan life, thought and idiom. By Mark Harvey Liddell. Published by Doubleday, Page & Co., New York.

that there is no such thing as a play just as Shakspeare wrote it, but he strives to make the dramatist intelligible with the least possible change. The "Elizabethan Skakspere" deserves a place in every Shaksperian library.

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We want to call the attention of teachers to the articles on Theodore Roosevelt by Jacob Riis, in the current numbers of the "Outlook." They cannot be excelled as material for your own and your pupil's reading.

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Books Received

A History of Greece for Beginners by J. B. Berry. New York. The Macmillan Company.

Commercial Education at Home and Abroad by F. Hooper and James Graham. New York. The Macmillan Company.

King Lear, edited by William J. Rolfe, Litt. D. New York. The American Book Company.

Mérimée's Columba edited by H. P. Williamson. The American Book Company.

Field and Laboratory Exercises in Physical Geography by James F. Chamberlain. New York. The American Book Company.

La Fontanie, Fifty Fables edited by Kenneth McKenzie. Boston. Houghton, Mifflin & Company.

Oliver Goldsmith by Washington Irving. New York. The American Book Company.

Bunte Geschichter, Euna M. Stoltze. New York. The American Book Company.

A Great Primer by Clarence W. Gleason. New York. The American Book Company.

Reynard the Fox, adapted by E. Louise Smythe. New York. The American Book Company.

Fanny Burney by Austin Dobson. New York. The Macmillan Company.

Composition and Rhetoric by Maud L. Radford. New York. Hinds & Noble.

A Course in Spanish by H. M. Monsanto and L. A. Langnellien, revised by F. H. Josselyn. New York. The American Book Company.

Contemporary Psychology by Guida Villa. New York. The Macmillan Company.

Institutes Notes

Supt. T. J. Walker held the Tulare County Institute at Porterville, December 21,22, 23.

Supt. N. E. Davidson held the institute for Kings County at Hanford, December 21, 22, 23, 24. T. H. Kirk and Superintendent Hyatt were the instructors.

Supt. A. S. McPherron held the institute for San Bernardino County, December 21, 22 23, at San Bernardino. Prof. A. H. Adrian and Supt. P. W. Kauffman were among the instructors.

Supt. B. F. Howard held his institute at Sacramento, Thanksgiving week. Dr. Eli McClish, Jenne Morrow Long, Gov. Geo. C. Pardee, and Dr. E. E. Baker were among the instructors.

Superintendent Wright of San Joaquin held his institute Thanksgiving week. A. H. Adrian, Jenne Morrow Long, D. R. Augsburg, and Frank F. Bunker were among the instructors.

Supt. D. T. Bateman held his institute at San Jose, November 23, 24, 25. Professor Snedden outlined considerable work in English. The teachers were enthusiastic in praise of the institute and of the work of the instructors.

Superintendent Freman of Fresno County held his institute in Fresno, December 21, 22, 23, 24. Dr. Eli Brown, Dr. H. W. Fairbanks, and Dr. Osterhout were the instructors Superintendent Freman and City Supt. McLane were appointed a committee to invite the C. T. A. to Fresno for its meeting in 1904.

Supt. R. L. Stockton of Kern held the teachers' institute at Bakerfield. November 3, 4, 5. Superintendent Stockton gave a very able opening address, which was published in full in the "Californian." Robt. Furlong, Supt. Thomas J. Kirk, Prof. T. L. Heaton and other instructors were present from abroad. Arbor Day was an important feature of the institute.

* * *

Official Department

STATE BOARD OF EDUCATION

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FREDERIC BURK..... .....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.. Superintendent Public Instruction, Sacramento

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At request of Text-Book Committee, which has a number of important matters under consideration, the meeting of the State Board of Education that was called to be held on the 15th of January has been postponed until Friday, at 10 A. M., January 29th, 1904.

State of California—Department of Public Instruction

The following letter is self-explanatory:

OFFICE OF STATE CONTROLLER,
SACRAMENTO, CAL., January 4, 1904.

HON. THOMAS J. KIRK, *Superintendent of Public Instruction:*

DEAR SIR: In compliance with law, I have the honor to report as follows: The securities held in trust by the State Treasurer for the support of Common Schools consists of bonds of the State of California, aggregating one million seven hundred twenty-six thousand five hundred dollars($1,726 - 500), together with bonds of various counties of this State, amounting to one

million nine hundred twenty-one thousand two hundred dollars ($1,921,-200), and bonds of various municipalities of this State, amounting to five hundred twenty-nine thousand five hundred dollars ($529,500), described as follows:

STATE BONDS.	
State Funded Debt Bonds of 1873—six per cent	$1,526,500 00
San Francisco Depot Bonds—four per cent	200,000 00
COUNTY BONDS.	
Fresno County Bonds—six per cent	51,000 00
Glenn County Bonds—six per cent	27,000 00
Humboldt County Bonds—seven per cent	17,000 00
Kern County Bonds—four and one half per cent	235,000 00
Kings County Bonds—four per cent	32 000 00
Los Angeles County Bonds—four and one half per cent	54,000 00
Los Angeles County Bonds—five per cent	132,000 00
Los Angeles County (Pomona High School) Bonds—four per cent	55 000 00
Los Angeles County (Pasadena City School District) Bonds—four per cent	50,000 00
Lake County Bonds—five per cent	43,800 00
Marin County Bonds—four per cent	110,000 00
Merced County Bonds—four and one half per cent	88,600 00
Monterey County Bonds—four per cent	116,000 00
Placer County Bonds—five per cent	12,000 00
Mono County Bonds—five per cent	3 500 00
Mendocino County Bonds—four per cent	90,000 00
Riverside County Bonds—four per cent	150,000 00
San Bernardino County (Redlands, Lugonia, and Crafton Union High School) Bonds—five per cent	60,000 00
San Luis Obispo County Bonds—six per cent	4,000 00
Santa Cruz County Bonds—four and one half per cent	36,000 00
Santa Clara County Bonds—four per cent	23,000 00
San Diego County Bonds—five per cent	76,300 00
San Diego County Bonds—four and one half per cent	30,000 00
San Joaquin County Bonds—four per cent	8,000 00
San Joaquin County Bonds—five per cent	40,000 00
Shasta County Bonds—five per cent	40,000 00
Sacramento County Bonds—four per cent	80,000 00
Sacramento County Bonds—four and one half per cent	233,000 00
Trinity County Bonds—five per cent	13,000 00
MUNICIPAL BONDS.	
Los Angeles City School Bonds—three and three fourths per cent	480,000 00
San Francisco Park Improvement Bonds—six per cent	5,000 00
Town of San Buena Ventura Bonds—five per cent	17,000 00
Town of Yreka Water Works Bonds—five per cent	32,500 00
Total securities held in trust for School Fund	$4,177,200 00

The amount of money in the State Treasury to the credit of the State School Fund, subject to apportionment, is as follows:

Amount unapportioned July 6, 1903		$855 17
Received from property tax		1,802,261 29
Received from poll tax		306,175 66
Received from tax on railroads		90,276 06
Received from tax on collateral inheritances		154,606 14
Received from interest on bonds		96,665 48
Received from interest on State lands		26,636 43
Transfer from Railway Tax Contingent Fund		519 23
Tota		$2,477,995 46
Less amount paid on restitution of interest on lands sold not property of State	$313 83	
Less amount paid on annulment certificates of purchase	327 18	541 01
Net amount subject to apportionment		$2,477,454 45

Respectfully submitted.

E. P. COLGAN, Controller.

By W. W. DOUGLAS, Deputy.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
SACRAMENTO, Cal., January 5, 1904.

TO THE STATE CONTROLLER ET AL.:

Having received the foregoing statement of the amount of State school money in the State Treasury at this date, I have apportioned said money to the several counties, as follows:

COUNTIES.	Number of Census Children	Amount Apportioned to Each County.
Alameda	35,063	$222,650 05
Alpine	77	488 95
Amador	2,550	16,192 50
Butte	4,406	27,978 10
Calaveras	2,789	17,710 15
Colusa	1,873	11,893 55
Contra Costa	4,746	30,137 10
Del Norte	678	4,305 30
El Dorado	1,921	12,198 35
Fresno	11,119	70,605 65
Glenn	1,241	7,880 35
Humboldt	7,541	47,885 35
Inyo	907	5,759 45
Kern	4,047	25 698 45
Kings	2,667	16,935 45
Lake	1,517	9,632 95
Lassen	1,093	6,940 55
Las Angeles	51,898	329,552 30
Madera	1,559	9,899 65
Marin	3,494	22,186 90
Mariposa	1,038	6,591 30
Mendocino	5,206	33,058 10
Merced	2,491	15,817 85
Modoc	1,434	9,105 90
Mono	413	2,622 55
Monterey	5,419	34,410 65
Napa	3,564	22,631 40
Nevada	3 640	23,114 00
Orange	6,353	40,341 55
Placer	3,267	20,745 45
Plumas	981	6 248 40
Riverside	5,430	34,480 50
Sacramento	9,504	60,350 40
San Benito	1,718	10,909 30
San Bernardino	8,313	52,787 55
San Diego	8,035	51,022 25
San Francisco	91,386	580,301 10
San Joaquin	7,516	47,726 60
San Luis Obispo	5 074	32,219 90
San Mateo	3,344	21,234 40
Santa Barbara	4,741	30,105 35
Santa Clara	15,697	99,675 95
Santa Cruz	5,615	35,655 25
Shasta	4,190	26,606 50
Sierra	818	5,194 30
Siskiyou	3,774	23,964 90
Solano	5,059	32,124 65
Sonoma	10,155	64,484 25
Stanislaus	2,533	16,084 55
Sutter	1,279	8,121 65
Tehama	2,865	18,192 75
Trinity	759	4,819 65
Tulare	5,722	36,334 70
Tuolumne	2,379	15,106 65
Ventura	4,017	25,507 95
Yolo	3,183	20,212 05
Yuba	2,040	12,954 00
Totals	390,141	$2,477,395 35

Total number of census children between five and seventeen years of age as reported by the County Superintendents, June, 1903, entitled to receive school money, 390.141; amount apportioned, $2,477,395.35; amount per census child, $6.35; amount unapportioned, $59.10.

THOMAS J. KIRK, Superintendent of Public Instruction.

The California Teachers' Association

Twenty-Seventh Annual Session

December 28, 29, 30 and 31, 1903, San Francisco, California.

There was no crowding of ideas at the California Teachers' Association. The meeting, however, was eminently respectable. The sessions were well attended. There was a wholesome educational atmosphere in the Alhambra Theatre and the Mission High School. The general sessions were presided over by O. W. Erlewine of Sacramento. His annual address had two distinct points of merit. First, its optimistic spirit. Second, its brevity.

President Earlewine was always happy in the choice of words in introducing the speakers of the occasion. He presided with dignity, altho the situation of being placed on a theatrical stage might have tempted him to do more or less acting. The preliminary addresses of Superintendent Langdon and Mayor Schmitz were favorably commented on by the teachers and were good examples of "welcome" oratory. Arnold J. Tompkins, Principal of Chicago State Normal School and author of the "Philosophy of School Management" and "Philosophy of Teaching," was the star attraction. The executive committee certainly deserves credit for securing a man whose wit, philosophy and delightful spirit, instructed, entertained and uplifted the teachers.

Thomas J. Kirk, in his address on "The Output," committed himself irrevocably to the plan of working for better salaries of teachers by increasing the state tax rate from $7 to $10 per census child. His address was an important educational document. It is not important as an educational theory, but those who know his ability to secure legislative enactments know that his pledge means more adequate salaries for all the teachers of the State.

Gov. Geo. C. Pardee showed his great interest in educational work in the delivery of an address entitled "How Shall We Keep Our Good Teachers and Get More of Them." Fred T. Moore, City Superintendent of Alameda, James A. Foshay of Los Angeles and Thomas P. Woodward of the San Francisco School Board, gave addresses.

Miss Margaret Schallenberger, Ph.D., took the place of President M. E. Dailey on the program.

S. H. Clark of the University of Chicago was programmed for "Reading." His first talk was an earnest protest against the "Eternally Practical," and then took advantage of his protests to be eternally impractical in his other addresses. Prof. Clark is a keen interpreter of the culture side of literature. Had he been on the program for purely ethical talks on literature he would have had a more thoughtful audience. The teachers expected instruction on reading and were disappointed. Those who overlooked his too violent and too frequent gestures and had the literary spirit were delighted with his talks. The feature of the general session was the excellent singing under the leadership of Estelle Carpenter, A. L. Mann, Miss S. J. Jones, Miss Ida R. Straus, Miss Mae O'Donnell and Miss M. F. FitzGerald. The music was great.

The Council of Education was well attended and the discussions were of

considerable interest as the report published elsewhere will show. Dr. E. C. Moore presided. He was re-elected president.

The Department of the County Board of Education, chairman, P. M. Fisher, secretary, A. G. Bailey, held an interesting session. The department of the Elementary School Association, Charles C. Hughes, chairman, had a program that was one of the strong features of the convention.

Miss Estelle Carpenter, chairman of the Department of Music, prepared an excellent program that was appreciated by a large audience in Steinway Hall.

The Industrial Arts Department, the Department of Physical Culture, the Department of Kindergarten Association and the High School Association all held interesting sessions.

The feature of the meeting that called forth the most favorable comment was the reception to the visiting teachers, at the Palace Hotel, by the city teachers, under the leadership of W. H. Langdon, with Mrs. S. J. Mann as chairman of the reception committee.

The Association elected as officers for 1904, C. L. Biedenbach, Berkeley, president; Supt. Kate Ames of Napa, and Mr. Griffith of Los Angeles, vice-presidents; Mrs. M. M. FitzGerald, secretary; Miss A. G. Kelley, assistant secretary; Phillip Prior, treasurer; and E.A.Shumate, railroad secretary. San Jose was selected as the meeting place for 1904. The membership reached almost 1,500. San Francisco enrolled about 900 members.

REPORT OF COMMITTEE ON RESOLUTIONS

The following reports and resolutions were presented and adopted.

Resolved, 1. That a committee of seven be appointed from among the members of the California Teachers' Association, to consider school revenues and their distribution, having in view longer school terms in rural school districts, and a reasonable increase in teachers' salaries in accord with the general movement now going on in other States in our Country, to place educational workers on an equal footing in respect to compensation with the increased wages paid to skilled workers in industrial and business pursuits.

This committee is requested to report at the next annual meeting of the Association, or if occasion seems to require it, at an earlier date through the columns of the WESTERN JOURNAL OF EDUCATION, the official organ of the Department of Public Instruction.

That a sum not to exceed fifty dollars from the funds of this Association be placed at the disposal of said Committee to defray legitimate expenses of postage, printing and minor incidental expenses.

2. That we indorse the recommendation made by State Superintendent Kirk in his address before this Association in favor of a moderate increase of school revenues by attempting to secure at the next session of the State Legislature an increase of the State school tax from $7 per school census child to $10 per census child; and an increase of the minimum county school tax from $6 per census child to $8 per census child.

3. That we return our most cordial thanks to the various classes of public school pupils who, under the direction of their several teachers of

vocal music, enlivened the general sessions of the Association with their wel rendered musical selections.

4. That we acknowledge the courtesy of the various transportation lines in extending to us reduced rates for round trip tickets.

5. That we feel under lasting obligations to the public school teachers of San Francisco, and to the City Superintendent of public schools, for their enthusiastic welcome extended in the form of an informal evening reception at the Palace Hotel. A reception which will long be remembered as the largest and most delightful social gathering of teachers ever held in California.

6. That we return our heartfelt thanks to the retiring President of this Association, and to the several members of the executive committee for the manner in which they have performed their duties.

7. That in view of the increased labors of the Secretary of this Association, and the efficient manner in which that work has been performed we recommend that Mrs. M. M. FitzGerald be paid for her services during the past year, the sum of one hundred and fifty dollars.

8. That we unite with other associations in the general movement of the people of California to secure the purchase by the Congress of the United States of the Calaveras Grove of Big Trees.

. That a committee of three members of the State Association be appointed by the chair to consider certain changes in the State School Census Blanks, the committee to report their recommendations to the State Superintendent of Public Instruction.

10. That a special vote of thanks be tendered the press for its accurate and complete accounts of the proceedings of this convention.

11. That Section Sixth of the report of the Committee of five on Professional Ethics be stricken out, that the report as thus amended be re-affirmed as the Code of Professional Ethics of the California Teachers' Association; and that a committee of five to be appointed by the President of the Association, be requested to consider this code for the ensuing year and make a further report upon it at the next session at San Jose.

1. That a State Teachers' Reading Course be adopted.

2. That the State Council appoint a continuing committee of nine who shall hold office for one, two and three years, and thereafter that member shall be appointed for three years. It shall be the duty of this committee:

1. To confer with City and County superintendents and such others as they may deem expedient and secure their co-operation in forming local Reading Courses whose work shall be based upon one or more of the topics suggested in the State Reading Course.

2. To advise that the manner of study and the method of presentation be adapted to local conditions as determined by the superintendent and such persons as he may choose as advisors, and that one day of the institute be devoted to the review and discussion of this topic of topics.

3. To encourage such superintendents as are indifferent and who fail to see the results to be attained by awakeniug the teachers of a county to

become readers and students, or who find an immense load of indifference and opposition from these of whom they might naturally expect better things.

4. That the WESTERN JOURNAL OF EDUCATION be asked to create a department that shall be devoted to the work of the State Reading Course.

5. That the topics and general reading shall be:

I. Pedagogical—(a) Ideals of Education, Alling-Aber: Experiment in Education; Henderson: Education and the Larger Life. (b) Historical Development of Education—Qnick: Educational reformers Roussean: Emilé; Pestalozzi: Leonard and Gertrude.

II. English (a) Methods of Teaching—Arnold; Reading—how to teach it, McMurry; Special Method in Primary Reading and Oral Work with Stories, Chubb; The teaching of English in Elementary and Secondary Schools. (b) Cultural—Studies of Character and Citizenship as interpreted by J. R. Lowell; Lowell: Essay on Democracy, Essay on Lincoln, Poems. Ode recited at the Harvard commemoration, Ode read at the hundredth anniversary of the fight at Concord Bridge, The Present Crises.

III. History (a) New State Series: History of the United States for grammar grades. Hart: American History as Told by Contemporaries

We would suggest that the State Series be studied thoroughly and for further study that two or three topics be selected for intensive study.

REPORT OF COUNCIL OF EDUCATION.

To the California State Teachers' Association:—

Your Council of Education submit for your consideration and adoption the following:

FIRST—On Manual Training:

1. That County Superintendents and Boards of Education systematically encourage some simple form of manual training in the rural schools.

2. That manual training courses be established in any training schools directed by the education departments of the universities.

3. That a special effort be made to more effectively establish manual training in all primary and grammar grades.

SECOND—On the matter of Teachers' Institutes:

We recommend that legislation be taken that will make it possible for Teachers' Institutes to be conducted in different ways in the different Counties of the State to the end that Institutes may be held that will be most helpful to the teachers of the particular County in which they are held.

FOURTH—We recommend that the necessary legislative action be taken to permit of better supervision of the rural schools than is now possible.

FIFTH—That the Executive Committee of the State Association be requested to publish for distribution, manuals for the State Text, now being prepared under the direction of the Committee on Course of Study.

Submitted by order of the Council.

J. W. McCLYMONDS.

* * *

The Southern California Teachers' Association

The greatest meeting in the history of the Southern California Teachers' Association was held at Los Angeles, December 21, 22, 23 and 24. J. B. Millard presided. A most excellent program was carried out. The teachers were enthusiastic in their appreciation of the arrangements. The following officers were elected:

President, George L. Sackett, Ventura; vice-presidents, A. S. McPher

ron, San Bernardino; Miss Hellen E. Ballard, San Diego; secretary, W. A. Ellis, Los Angeles; financial secretary, J. C. Templeton, Santa Ana; treasurer, T. J. Phillips, Los Angeles.

The resolutions adopted recommended amending the law relating to the election of school trustees, making the time October 17th; favored better school legislation; indorsed the work of the women's clubs of the State in their efforts to have the Bible taught as literature in the public schools; approved the compulsory education laws; favored the organization of the technical high schools and commended the work of the State Text Book Commission and State Board of Education in securing text-books.

* * *

INSTITUTES.

MADERA COUNTY.

Miss Estelle Bagnelle called the Madera County Institute for December 15. The sessions were held in the beautiful new court house, built of solid granite, and the pride of the country. Judge Conley gave the Superior Courtroom for the purpose, a spacious apartment finished in polished oak with elegant furniture of the same wood. On the first evening the superintendent assisted by the teachers of the county, gave a reception in the court house to the visiting teachers. It was a model of good taste and skilful generalship. Tables with refreshments were spread in the superintendent's office, and the County Board rooms were decorated and furnished with many tables and chairs for games and conversation.

On the second evening some of the young people of the town invited the teachers to a farce-comedy.

On the third evening a ball was tendered the visiting teachers.

Steady sessions and regular work fully occupied all the day time hours of the session. Job Wood of Sacramento, gave good work in arithmetic, reading, spelling and the other common branches. Superintendent Hyatt of Riverside, spoke on nature work, geography and school ethics. Miss Katherine Ball of San Francisco, gave a series of talks on drawing.

At the adjournment Friday evening a resolution was introduced looking toward the discontinuance of county institutes. It was unanimously voted down and laid on the table. A resolution was adopted urging the resurrection of the San Joaquin Valley Teachers' Association and another advocating the holding of the next State Association at Fresno; and a committee was formed to work for these objects.

* * *

ORANGE COUNTY.

Supt. J. B. Nichols called his teachers' institute this year for the week beginning November 23, at the fine new high school building in Santa Ana. Nearly 200 teachers responded to the call and a warm hearted, vigorous institute was the result. Every day the teachers divided into three sections for round table work—one for the high school teachers, one for grammar grades and one for the primary folks. In these, many local teachers pre-

sented bright and original work, and a number of helpful discussions were carried out in good style.

Miss Effie B. McFadden of the San Francisco State Normal School gave a series of talks on geography. Miss McFadden is an Orange County girl, so her work was of peculiar interest to all her old associates.

Mrs. Beck-Meyer of Santa Barbara gave some interesting lectures along literary lines.

Dr. Willard Small of the Los Angeles State Normal School did some section work and some general lecture work along the pedagogy line.

T. H. Kirk of Santa Barbara, gave a number of interesting talks bringing out the best ideas of the new education.

Edward Hyatt of Riverside conducted a nature study round table and did a solid day's work with the school trustees who, to the number of forty or more, assembled on Wednesday to have a full and free discussion of the vital matters affecting schools. This turned out to be a lively and interesting session, and the superintendent was requested to provide for the trustees of the county on the programs of future institutes.

Miss Agnes Elliott, of the State Normal School at Los Angeles, gave a series of enthusiastic talks on the teaching of history.

* * *

WESTERN SCHOOL NEWS

J. N. Hahn has been elected principal of the Bishop Schools, Inyo County.

Berkeley has taken active steps to establish a complete manual training system in the public schools.

J. S. Donaghho has been elected principal of the High School at Willows, vice F. N. Miller, deceased.

Mr. Reidy, science teacher at Merced, has resigned to go into business. Mr. Rode has been elected as his successor.

E. C. Hudspeth, formerly of Modoc County, has been appointed principal of the Peralta School, Oakland, vice A. Megaban, deceased.

A. H. Adrian of Berkeley, Cal., has been elected City Superintendent of Santa Barbara at a salary of two thousand per year.

President Morris E. Dailey of the San Jose State Normal School was the principal speaker at the Arizona Teachers' Association.

The Oakland Tribune on December 22nd, gave two pages to the excellent report of Supt. T. O. Crawford on the schools of Alameda County.

The well known institute instructor T. H. Kirk has been elected to the chair of phsychology in the State Normal School, at Los Angeles.

R. L. Durham, President of the California Business College, has recently incorporated the Western Correspondence University with $300,000 capital stock.

The Board of Supervisors of Alameda County has apportioned $1,000 to Supt. T. O. Crawford to expend in securing an exhibit for the St. Louis Exhibition.

D. R. Augsburg was the principal speaker at the State Teachers' Association in Wisconsin. Mr. Augsburg's system of drawing has been adopted for use in the schools of the city of London.

John W. Young, principal of the Porter School, Alameda, has resigned, and will devote his time to his ranch in Santa Barbara County. S. B. Wright has been elected to succeed him.

The State Text-Book Committee has selected for the State Series of text-books on Geographies the text of Tarr & McMurray's Elementary and the text of Redway & Hinman's Natural. The next adoption will be a series of arithmetics.

T. Allen Smith has been elected as principal of the Dixon Schools, vice Irving Needham. Mr. Needham has been elected principal at College City as the successor of Mr. Abraham, who resigned to go into the insurance business.

Principals of schools and others who have stereopticons may secure without cost, except necessary express charges, a fine set of one hundred and thirty slides, nearly all animals, by addressing Mrs. A. L. Park, 1006½ Florida street, San Francisco, Cal.

E. C. Boynton, Field Manager of Boynton and Esterly, of Fisk Teachers' Agency, San Francisco, has been appointed special representative of the WESTERN JOURNAL OF EDUCATION in Arizona, New Mexico, Colorado, Utah, Idaho, Montana, Oregon and Washington. He will tour this field in the interests of the JOURNAL the next four months.

President Morris Elmer Dailey delivered a very able address on "The Summer Schools and Their Relation to Teachers Engaged in the Work." In his opening remarks Professor Dailey paid a high compliment to the school system of Arizona. He held that it was the duty of all teachers to attend the Summer Schools. Six weeks more, said he, is refreshing instead of wearying. It is much better to spend this length of time in mind cultivation and study than at home or doing nothing better than reading novels. It is the only way to keep up with the times. The science of school teaching is continually developing, constantly improving as are other sciences and one must take such form of instruction to keep up with the best methods. It is the only way to advance, and, without advancement there must be mental deterioration. He spiced his address with numerous anecdotes, making his address which might easily have been a dry one, very entertaining, while losing none of its instructive qualities. This closed the program for the day. A number of resolutions were passed thanking those who assisted in the work, Dr. Dailey, especially.—Arizona Daily Gazette, December 31, 1903.

The Western Journal of Education

February, 1904

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EDITORIAL 61

The Problems of the Upper Grammar Grades — Politics in the California Teachers' Association—Professional "Knocking"—The County Boards and the High Schools—Shall We Have a Normal Institute?—The Building of New Schoolhouses—Pensions for Teachers—A National System of Schools—

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Superintendent of Public Instruction

Meeting of the State Board of Education—Diplomas—Ethics— Bulletin No. 31—State High School Apportionments—Report of the State Text-Book Committee.

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THE WESTERN JOURNAL OF EDUCATION
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No. 2

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NEW HIGH SCHOOL TEXT-BOOKS

Pearson's Latin Prose Composition, - - $1.00

This book combines a thorough and systematic study of the essentials of Latin Syntax with abundant practice in translating English into Latin; and affords constant practice in writing Latin at sight. The volume is complete in itself and meets the most exacting college-entrance requirements.

Lane's Latin Grammar—Revised, ... $1.50

Distinguished for completeness, convenience of arrangement, accuracy of detail, and precision of expression. Combines condensation with clearness. No law of the language is neglected, no exception forgotten. In the revision many changes and corrections have been introduced.

McMahon's Elementary Plane Geometry, - - $0.90

This offers a combination of demonstrative and inventional geometry. Independence of reasoning is fostered by compelling the student, no less in demonstrated theorems and problems than in original exercises, to rely on the propositions already proved. The work throughout aims to develop his powers of invention.

Bevier's Brief Greek Syntax, ... $0.90

This little book contains the essentials of Greek Syntax, formulated as simply and clearly as possible. It will be welcomed by teachers of Greek who aim to economize the time of the student by directing his attention to essentials, leaving minute details for later work.

Dresden's German Composition, - - $.40

This meets the demand for continuous prose material for translation into German. The book is the result of much thought and experience with classes in this subject. In it the author has embodied these ideas and methods which he has employed with great success with his own pupils.

Gleason's Greek Primer,. $1.00

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EDITORIAL

Problems of the Upper Grammar Grades

The increasing and diversified demands made on the upper grades of the elementary school have made, as many educators think, some form of departmental work essential, to the end that teachers may become, even in moderate degree, masters of the special tools (subjects) which they use in the educational process. It has been shown that in this respect the elementary school, in its upper grades, stands where the college and high school stood some decades ago.

Another question growing out of the same conditions relates not to specialization on the part of the teacher, but to the possibility of allowing the pupil some opportunity to elect work which is most adapted to his needs. The tendency has been to introduce new subjects into the grades and to take nothing out, and at the same time to insist that all the work introduced should be taken by all pupils alike. The tradition of demanding the same kind of work from all grammar-grade children has persisted long after a similar tradition has disappeared from college and high school. We have seen literature, nature study, drawing, music, bookkeeping, constructive geometry, manual training, and a foreign language added to the traditional curriculum of arithmetic, language, grammar, geography, physiology and history. The newer subjects all have legitimate place in the elementary school, but it is manifestly impossible that they should all be taught to the same children. The result of any such attempt is either hopeless smattering or an equally hopeless congestion. But the only relief thus far obtained, apart from a ruthless throwing out of the new subjects by boards disgusted with "fads," is the permission occasionally granted to girls to take different manual training from that taken by boys, and the permission extended in a few schools to pupils taking a foreign language to make that an alternative for some other work. So much are we committed to the belief that an elementary education must necessarily be the same for all, or so greatly do we fear to disturb the educational machinery by any suggestion of alternative subjects, that we dare not introduce a new subject, even for experiment, without rules compelling all alike to take it.

One cannot here go into the ancient arguments in favor of uniformity of education in college and high school. Those who have believed that in spite of the multiplicity of new inventions, the development of newer, more extended and better-organized knowledge,

and the greater catholicity of the modern spirit, there were only a few traditional subjects adapted to the educational development of youth, they have made strong stand in their day. But in high school and college their day has passed. The flexibility of courses, the range of work offered and the degree of adaptation of the work to individual needs in these schools are the admiration of progressive educators.

But at the present time it is just as possible to have some diversity of work, according to individual needs, in the upper grades, as it is in the high school. Instead of only a few subjects sufficiently organized to be suitable educational instruments, we have many more than any pupil can take with satisfactory results. Instead of a relatively simple social demand for some formal training, we have increasing and varying demands, all of which are essentially wholesome and democratic. We quote approvingly the maxim, "It is not so much what we study, but how we study, that counts," and then proceed to violate it in every possible way in these grades by forcing too many lines of work on the pupils and obliging them to do much perfunctory work along the lines for which they may have neither taste nor aptitude.

There are the best of reasons why solid courses should be developed in manual training, commercial arithmetic and drawing for certain classes of children in the upper grades, but that does not mean that these solid courses should crowd out foreign language, algebra and geometry, music and science for those pupils who have capacity to develop along these lines. In fact, along none of the lines of work just specified can we ever hope for satisfactory results until we quit trying to teach everything to every pupil.

In other words, the time has come when common sense should recognize that in the upper grades, in our town and city schools, a moderate division of work should be permitted to pupils. At the beginning of the seventh grade, for example, pupils might elect to follow either a course characterized by manual training and practical activities on the one hand or the elements of more purely secondary school subjects on the other. Perhaps this could be most effectively accomplished by allowing a foreign language as an alternative to commercial arithmetic and bookkeeping. The central work of English language and literature, history and geography could remain the same for both. In time we might discover where other alternations could be profitably introduced.

In this way the educational needs of pupils would be more nearly met than is now the case. It is true that some pupils would not be taking subjects that we now regard as valuable, but we must admit the fact that all pupils cannot take all subjects now presented or advocated with any degree of thoroness. All we do know is that it would be of great benefit to certain pupils to begin a year or two earlier than is now the case some of their secondary-school studies,

and that it would be of great benefit to others to devote these years to a more satisfactory study of the things which, for them, possess a maximum of reality and worth.

Let no one fear that a division of this sort will militate against the cultural aims of education. Recent experience in many sections of this country proves that it will have the reverse effect;that it will prolong the school life and academic education of the average pupil.

* * *

Politics in the California Teachers' Association

The annual election of officers in the California Teachers' Association has been of more than usual interest. More than half the voting members had pledged themselves to vote for no candidate who might put himself forward seeking for office. An emphatic protest had been made against all such actions as might appear to cloud the reputation of the association with the suspicion of undesirable political activity. The results of the agitation were entirely satisfactory. The honor of office was conferred only on those who had demonstrated their interest and efficiency by their active work in the association and its subdivisions in previous years. The new president has for several years been active in educational organization and is mainly responsible for the effectiveness of the California High School Teachers' Association. The other officials have all demonstrated their worth. Moreover, no office went to any one who was actively a candidate. It does not appear that any votes were solicited by candidates or that any covert schemes were developed for the furthering of special interests.

It would appear that some members, and especially those who took it upon themselves to keep the San Francisco press informed of the internal workings of the association, could not believe that those who had most actively interested themselves in the elimination of undesirable political activity from the association meant what they said, and only that. There appear to have been suspicions of some deep-laid plot on the part of a small coterie to capture the machinery. From this point of view, the circulation of pledges was only a clever attempt to tie the hands of the members until the plot could be consummated.

It would be idle, of course, to attempt to meet intimations of the above nature which appeared in some of the San Francisco papers. But it might not be out of place to reaffirm some of the convictions of those who interested themselves in the movement for more rational political activity. Certainly there was no intention of tieing the hands of any one. In fact, the essence of the movement is found in the desire that the members should openly and vigorously, but honorably, put forth the worthiest candidates for office. Surely that state of affairs which discourages the discussion of suitable

officials until the president declares nominations in order would be entirely inimical to good administration or clean politics. Candidates no less than policies should be carefully and fully discussed long before the moment of election. This discussion should be open and candid, not secret. There should be no plotting, no bargaining. In this discussion all claims of personal friendship should be laid aside, and only the merit of the proposed candidate considered.

From this point of view it is easy to see why the association cannot afford to confer office on anyone who actively seeks the place. His case cannot be presented strictly on its merits. Personal friendships and obligations are inevitably involved. Strong personal interests are sure to become entangled with the aims of the association and lower standards developed. Secrecy of movement is also objectionable because it prevents the freest operation of the process of selection by which the best candidate is discovered.

It is to be regretted that certain members assumed that the movement was directed against them personally. Such was certainly not the case in the minds of those who most actively interested themselves in bringing a better attitude of political action into the association. The fight was not against individuals, but against undesirable standards. Conditions of political activity at large seem to make it common and respectable for a man to put himself forward as a candidate for office. The American public has come to accept this as a natural state of affairs. It is not surprising that people who had done this with general approval in one field of public activity should also do it in another. But there are good reasons for believing that in so select a body as the voting membership of the California Teachers' Association this procedure is not only unnecessary, but very undesirable, in view of the mission of the association. The movement, therefore, was simply one for the development of higher standards. It looked to the building of a higher civic sense. It has been asserted that officials of the last few years have not, as a rule, sought office. This seems undoubtedly true. But the association is plagued with the belief, at least on the part of those who are least well informed, that the contrary is true. It is desirable that the political activities of the association should be conducted on so high a plane that suspicion is impossible. This has been accomplished in this and other bodies, and can be done again.

"Eternal vigilance is the price of liberty." Let us stand for

(a) A large and active voting membership;

(b) Officials who, before being placed in the higher official positions of the association, shall have demonstrated their interest and efficiency by working in the association, in its sections, and in its committees;

(c) The repudiation of any man who shall put himself forward as a candidate, or who shall conspire for his own election;

(d) The fullest and fairest discussion of candidates prior to their nomination, with a view to determining their fitness.

Put thus on the highest political plane, the California Teachers' Association will find itself becoming of constantly increasing value to the educational interests of California.

* * *

Professional "Knocking"

There is a patient in one of the insane hospitals of this State who is perfectly sane in every respect save that he imagines that there are two canary birds somewhere that are possessed of the devil, and that it is his mission to destroy Satan by destroying them. This form of aberration is not rare. There are a good many men and women about who are rational on all other subjects, but are firmly persuaded that one, two, or a half-dozen of their neighbors are possessed of the devil, and that it is their highest duty to make that fact known. This sort of madness has been known to break out among the members of learned professions, and there it is apt to take a most virulent form. One who frequented the lobbies during the last meeting of the State Teachers' Association could now and again have witnessed alarming symptoms of the presence of this dread disease. Certain men went up and down the halls with tense faces and overwrought expression whispering to all who would listen to them that X and Y and Z were possessed of the devil. Sometimes X and Y and Z were private individuals, sometimes they were organizations, as the State University, the State Board of Education, the State Text Book Commission, the Schoolmasters Club, etc. Frankly, this is folly where it is not obsession, and such petty suspicions and distrusts ought not to be tolerated for one instant by those who are asked to listen to them. In no respect is the schoolmaster so unmanly as in this. By his peevish littleness of soul he makes himself ridiculous in the eyes of his fellows. He neither cares for his own nor for his fellow's reputation, and is a dangerous subject to be roaming at large. This sort of madness is superinduced by solitude. When one comes to know the people whom he distrusted he is usually astonished to find that he cannot distrust them any longer. Their motives are found to be honest and their efforts commendable. One who mingles much with his kind very soon learns that honesty of purpose is the rule and dishonesty the exception. Cosmopolitan frankness and fairness are indispensable among educators. The things we seek are too important to be obscured by personal bickerings. There must be no sedition and no sulking in the tents. It is time—high time— for feuds of all sorts to be forgotten, and any man who is not willing to abne-

gate himself, and, if need be, to suffer much for the sake of harmony and a solid front on the part of the educational forces, is not doing the thing which is most needful now.

* * *

The County Boards and the High Schools

One of the most exciting meetings of the association was that held under the auspices of the County Boards. It was pointed out, and we think quite forcefully, that the provisions of the State Constitution concerning the certification of teachers are opposed to subsequently enacted statutory provisions which are being followed to-day. The Constitution declares that "the County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions." It is well known that such control has been in a measure taken from them. *The Journal* would like to see this whole matter, which is a painful source of discord, referred to the courts for settlement. This, we are assured by some of the members of the conference, is not the plan of the champions of the County Boards. Their real grievance is that they are denied the right of certificating high-school teachers, and the remedy which they propose is an appeal to the next legislature to restore this function to them. This, we are assured, is not the desire of all the members present at the recent meeting. A proposition to change the law throws the subject open to discussion on its merits. The question becomes not what is the law, but what should the law be. We do not believe that the present plan of certificating high-school teachers is the best possible plan, but we do believe that it is so greatly superior to the plan proposed that such a change can hardly be seriously discussed. The experience of the State is entirely against it, and the friends of the high schools should be unalterably opposed to it.

* * *

Shall We Have a Normal Institute?

We want to suggest the desirability of holding in the near future an institute, or conference, of all the pedagogical faculties of the State. It should include every man and woman in the State who is engaged in the work of training teachers for the schools—the faculties of the five normal schools and the members of the several departments of education in the universities and colleges. The objects of such a meeting would be the mutual improvement of all concerned, the definition of purposes, the discussion of methods and the unification of plans for the future. Such conferences have been found to be of great utility in other States and in other institutions of this State. Educators do not present a solid front to the

world and cannot afford to overlook any opportunity of converting their straggling line into a well-ordered phalanx. There are a number of workers who should "be brought out" for the good of the fraternity, and, beside, such a meeting would do much to inform the public concerning this phase of educational work. Publicity is much to be desired, and when it comes through a vital interchange of ideas it is doubly valuable. We can see a score of the best of reasons for carrying out such a plan, and not one against it. We respectfully submit it for consideration.

* * *

The Building of New School Houses

The next two years will be marked by great activity in the building of schoolhouses. There are some general principles that should be observed. Do not build your schoolhouse on a hill, three stories high, with narrow halls, just because it will look well to the tourist. Have some consideration for the child. Do not build it south, east, north or west of town just because your friend owns a lot there that will be suitable. Consider the interest of all the people. Do not economize on ground. It will probably never be as cheap again. As a rule public buildings like schoolhouses should be built by the sale of bonds, and in view of the fact that the next generation has to pay them, the building should be built so as to last.

Boards of education should always employ an expert architect. The building of a schoolhouse is expert business. In a large city like San Francisco at least two members of the board should visit other cities and study the best buildings in the United States. San Francisco's new school buildings should be a little better than those of any other city.

* * *

Pensions for Teachers

San Francisco has made a beginning in the pensioning of teachers. There are now forty-one teachers who have been retired and who are drawing money from the pension fund. The active teachers furnish the fund. This is not right. Those who have been incapacitated in the battles of peace should be pensioned by the state. There is now a movement on foot to increase the salary of each teacher in the San Francisco school department two dollars per month, with the understanding that the teacher is to give the extra two dollars to the pension fund. This of course will meet the temporary demand for more funds. The time is

past, however, for experimentation. The state should pension its teachers. The teachers should not be driven to the makeshift of creating their own pension fund. The present law has proven its usefulness. It has established the fact that a pension law is absolutely necessary. We are too proud to borrow some good educational laws from Germany, so we experiment and experiment, but finally we will recognize that which Germany has had in force for years: that it is the nation's business to pension its teachers.

* * *

A National System of Schools

The National Educational Association in its declaration of principles has repeatedly asked that the powers of the United States Commission of Education be increased. Horace Mann was the apostle of a state system of education. This country awaits the coming of an apostle of a national system of education. This first step will be to increase the powers of the commissioner of education. The second step will be to have a secretary of education in the President's cabinet. The third step will be the enactment of national laws that will govern public education. The nation today as a nation educates the officers of the army and navy. The national government also furnishes the funds for agricultural colleges for the various states. It has in operation a system of schools in Washington, D. C., Porto Rico, and in the Philippine Islands. The teachers in the Philippines have been elected under civil service rules. Why should not all teachers be under civil service laws? What objection would there be to a national course of study on reading, writing, and arithmetic? Why should townships, counties and states be adopting text-books, wasting the time of boards of education, text-book commissioners, and book representatives? Our republican form of government has reached that stage when it should not depend on local self-government for expert work that is national in its significance. The national government is interested in the education of every boy and girl. It is the nation's business.

P. S.—Since the above was written Representative Knapp of New York has introduced a bill in Congress providing for the adoption of a national series of text-books. The bill provides for the purchase of copyright, quite similar to the plan now in use in California.

Methodology

A Lesson in Elementary Agriculture*

A STUDY OF THE GRAPE.

Outline for Blackboard—

I. Soil and Climate Suited to the Grape.
   1. Preparation of land.
   2. Planting.
      (a) Distance apart of plants.
   3. Methods of Propagation.
      (a) Seeds, (b) Cutting, (c) Layers, (d) Grafting, (e) Budding.
   4. Cultivation.
      (a) Pruning, (b) Pests.
   5. Harvesting crop.
      (a) Methods of handling grapes, (b) Yield per acre, (c) Commercial value.

II. Uses of Grapes.
   1. Fruit forms. 2. Wine.

III. History of the Grape.
   1. Original home. 2. Vineyards of the world. 3. Historic varieties. 5. The grape in literature.

In teaching elementary agriculture, I generally use a blackboard outline and assign a certain part of it for each week, until the particular subject has been covered. In this way, the subject is kept before them and developed in a logical way. The pupils should be required to furnish all the information that their environment affords and a certain amount of first hand experimental knowledge is essential. Grape seeds may easily be procured and boxes to plant them in to study their germination, and this part of the work should not be omitted. If possible there should also be experimental work done in grafting, budding, cutting, and layering grapevines.

In 1897, California had 159,844 acres of vineyard. The growing of grapes is such a widespread industry in California that there will be few localities where first hand knowledge of the sub-

*The Agricultural College at Berkeley has published many excellent bulletins on the subject. These may be had for nothing, and the wise teacher will avail herself of these helps and at the time cause them to reach a wider field of influence.

ject may not be obtained. This exercise is arranged for sixth or seventh grade pupils, but a skillful teacher, interested in agriculture, will experience little difficulty in adopting it to other grades.

Soil and climate should be studied in reference to the needs of the grape. To have the pupils measure off an acre of land and base all their calculations on the one acre of vineyard is an excellent plan. This one acre staked in furnishes a good sense impression of the size of an acre, and it makes the work more real. Pupils of the grades mentioned can estimate the cost of one acre of vineyard up to the time of bearing. They should be required to get reliable information on the cost of the land, the plants, and the labor; learn the best methods of cultivation and how to deal with the pests. Then they calculate on average crops and average prices and estimate whether it is a paying investment or not. Of course the American youth will furnish all manner of surmises as to what the future possibilities may be, and where new markets may be found. To get the best results the subject should be correlated with language number and drawing.

The different topics in the outline furnish excellent material for language exercises, either oral or written. I quite agree with Miss Arnold that the schools should train in oral as well as in written language. Pupils are trained in oral speech, not by being constantly checked and corrected, but rather by getting them interested in a subject, so interested that there is a real call for the use of language to express what they wish to say or to ask what they wish to know. Good, sane, purposeful talks have an immense pedagogical value. The subject-matter is equally good for written exercises and if the teacher wishes to be very modern she can make the distinction of sex that so many educators consider desirable. The girls might write on the possibilities of the grape in the matter of jellies, preserves, and pickles; and the boys might write of the wine industry.

When the class have learned about the vineyards in their immediate vicinity they appreciate the vineyards of California and are ready to learn about the vineyards of the world. Here is an opportunity for an excellent lesson in geography. The pupils now have an interest that will take them to the ends of the earth. At the same time it would be well to take up the history of the grape and see the part it has played in the history of civilization.

This part of the work should fire the imagination of the most ordinary and average boy or girl.

The original home of the grape so far as we now know was the country south of the Caspian Sea, and it goes back in time to the early dawn of history. The Bible abounds in reference to the grape. In the time of Homer, wine was an important factor in the lives of the Greeks; grape seeds have been found in the wrappings of Egyptain mummies, and in the time of Virgil many varieties of grapes were known to the Italian husbandmen. Methods of husbandry, recommended by Columella, are still practiced in Italy.

A few of the historic varieties might be learned and surely the story of the Mission grapes in California. A few references to the abundant and splendid literature on the subject will stimulate the fancy of the pupils and leave them sensitive to the poetry of the California vineyards as their practical studies on propagation, pests, and prices have made alive to the commercial aspects of the industry.

There is genuine inspiration in the grape-growing of the great State of California, and I believe that even the most sordid soul would be touched by its power. Some time there shall be one among us able to "edit the inspiration of the mob," and he shall give California "The Song of the Grape," as John G. Whittier gave to New England "The Corn Song."

LAURA McDERMOTT.

Berkeley, California. Graduate Student of State University.

* * *

Learned to Spell Three Times

The following is a good illustration of cases which should not confuse teachers. We are all creatures of habit; but we are not all pathological cases. Let us beware of teaching spelling with so little variety in method and in the culivation of habits that the child must perform incantations before he can think:

"Think of a man learning how to spell three times and then not being able to spell correctly," said an observant man who takes an interest in subjects of this sort, "and you will have my case summed up exactly, I am not what you would call a bad speller by any means. But I stumble now and then, and stumble badly. Why is it? It is the simplest thing in the world. I grew up in the country, attended a country school, and my first

spelling was under the rules of the old-time school teacher. I learned how to spell on my feet. It is a curious fact that for a long time I could not spell the simplest words unless I stood up. Standing I could spell anything, and, in fact, was always the winner in the spelling bee. No one could turn me down, as we used to say in the country. Well, after this, I learned how to spell with my pencil. All my spelling talent went into my pencil. My tongue forgot the art, and whether standing or sitting, I could not spell a word unless it belonged to the simplest kind, without using my pencil. Now I began to use the typewriter, and consequently had to learn how to spell again. Ask me how to spell a word now and I will have to go to the typewriter unless the word is a very simple one. My tongue won't spell it, and my pencil will refuse to write it. So I have learned to spell three times, and as I said before, I am not a good speller yet."

* * *

Centralization

The following summary of the advantages to be gained from the centralization of rural schools comes from the "American School Board Journal":

1. The health of the children is better, the children being less exposed to stormy weather, and avoiding sitting in damp clothing.

2. Attendance is from 50 to 150 per cent greater, more regular, and of longer continuance, and there is neither tardiness nor truancy.

3. Fewer teachers are required, so better teachers may be secured and better wages paid. Teachers are brought together in a community where professional zeal is cultivated.

4. Pupils work in graded schools, and both teachers and pupils are under systematic and closer supervision.

5. Pupils are in better schoolhouses, where there is better heating, lighting, and ventilating, and more appliances of all kinds.

6. Better opportunity is afforded for special work in mnsic, drawing, etc.

7. Cost in nearly all cases is reduced. Under this is included cost and maintenance of school buildings, apparatus, furniture, and tuition.

8. School year is often much longer.

9. Pupils are benefited by a widened circle of acquaintance and the culture resulting therefrom.

A Sensible Discussion of Spelling

The following very sane and practical suggestions for the teaching of spelling were prepared by Professors Patzer and Jegi, of the Milwaukee State Normal School, and constitute a part of the institute manual issued by State Superintendent Carey:

The declaration is often made that spelling is not taught as successfully at the present time as it was during the pioneer days, and that a special effort should be made to improve the teaching of this branch. The fact that more was accomplished in spelling twenty-five or thirty years ago, is undoubtly due to the prominent position this branch of study occupied on the daily program, and that the words for spelling were limited to those contained in the speller.

The words which pupils are to learn should be largely confined to those within their vocabulary. Theoretically, the application of this principle would demand the abolition of the speller as a text-book; but only theoretically, for the speller serves an important purpose, artificial tho it must ever be in its construction. The speller contains words which cannot be traced to any particular book, but which are nevertheless in the pupil's vocabulary. It presents lessons to be mastered in definite form, and hence enables even immature and inexperienced teachers to secure fairy good results. The teaching of spelling would deteriorate if each teacher were to make his own speller.

Spelling cannot be improved by securing for it the time on the program it enjoyed when spelling and "the three R's" reigned supreme, because the number of branches that must now be taught precludes that. We must improve spelling by applying it to rational methods of teaching. Generally speaking, spelling is not *taught* at all. The only thing done is to test on the words contained in the speller. But testing is not teaching. Modern pedagogy recognizes the fact that the teacher should actually *teach* spelling.

SUGGESTIONS AS TO METHODS.

(1) The following steps are suggested for the study-recitation:

(a) Some time should be spent on the pronunciation of the words, paying particular attention to the syllabication. This may

be done with books open. Concert work may be introduced here to advantage.

(b) If the words are taken from the reader or other text-book, little attention need be devoted to the meaning of the words. In lessons from the speller it will be necessary to devote a little time to the meaning of new words. This is one way of making vocabulary gains. Rigid insistence on demanding the use of each new word in an original sentence is of doubtful propriety in the spelling exercise.

(c) Most of the time in the study-recitation should be devoted to learning to spell the difficult words. Little attention need be given to words the pronunciation of which suggests the spelling. Words containing syllables, the sound of which does not serve as a clue in the spelling, are the ones to receive most attention. The eye, the ear, and the hand,* should all come into play in learning to spell these words. After a survey of the word as a whole, there should follow a careful examination of the syllables that must be mastered. Then may follow the oral and written spelling, without looking at the word.

(d) It may be urged that this method will take up too much time. To this may be replied that the teaching of new words should take time. The more time that is devoted to teaching, the less time need be given to drilling and testing. Only the words containing difficult combinations of letters and sounds need receive special attention so that as a rule five minutes should suffice for the study-recitation. But these five minutes are imperatively demanded to the end that pupils may be able properly to study their spelling lesson.

(2) The tests in spelling should be both oral and written.

(3) The first minute or two of every recitation in every branch can profitably be spent in the oral spelling of new words. In this way a habit can be formed of looking critically at new words when met the first time.

(4) The teacher should prepare and present lists of words from reading, language, geography, history, physiology, and other branches to supplement the work in spelling as based on the

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*The other one of "the four language powers," the voice, should be added. If the muscular effort of writing a word helps to impress its spelling—and it does—then by the same token, the use of the vocal organs will also help.

speller. It might be well to write these lists on large sheets of Manila paper.

(5) Spelling in the primary form should be confined largely to the words from reading and language. In the study-recitation the teacher should help the pupil to master the words. The test should consist in having pupils write from dictation sentences containing the new words. Most sentences used would naturally come from the readers.

(6) Dreary drills such as writing the same word fifty or a hundred times should not be introduced.

(7) Make special lists of words that are habitually mispronounced or misspelled and devote special attention to them.

(8) The "old fashioned" spelling matches might safely be reintroduced.--*Western Teacher.*

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The Teaching of English

How shall I teach English is the question that many of us are daily asking ourselves. That there is no definite combination of ingredients giving the solution required we are quite sure. But that there are some elements as absolutely necessary as any that go to the production of fine wheaten bread, there can be no doubt.

To begin with, I do not believe that one can manufacture himself into a teacher of English unless he possess some special inherent qualities, any more than he can make a "silken purse out of a sow's ear." What then *are* the most essential qualifications for a teacher of English? First and most important of all, he must have enthusiasm, an enthusiasm born of love for and a sympathetic understanding of his subject, a spontaneity that takes possession of him and of which he himself is, as it were, unconscious, except thru his pleasure in the work. I know this sounds ideal, but it is also real; for such teachers *do* exist. Knowledge of the particular English subjects taught is not sufficient. The power to interpret the thought of others requires not only wide reading in pure literature, but a general knowledge of history and some understanding of science. How else shall a teacher be an able expositor. Do not the writings of any author depend upon his age and environment? Has not literature conformed to the laws of evolution as surely as the size and fixedness of our ears.

Any and all knowledge increases one's powers of expression and of interpretation.

Our work in English is two-fold, it means expression and interpretation. The field of the former is, with most of us, limited; fortunate, perhaps, that it is so. But in our endeavor to secure expression we all know how futile seem our efforts. We sit up at night and correct misspelled, poorly written papers, strangely punctuated, and yet more strangely arranged. We wonder how and why our efforts could avail so little. We have not applied the scientific method of making haste *slowly*, or working out each special problem by the actual *doing*.

But, however important the form of expression, beyond this is the more important factor, the thought to be expressed. This is far more difficult and vastly more to be desired. By this, I mean spontaneity of expression, writing or speaking from a familiar definite knowledge of the subject. To attain this is not possible except the pupil has clear vision. By vision I mean not merely ocular vision, but I mean insight, the power to perceive, infer, reason, imagine. How shall he secure this insight? By observation, and by action, by *living* things?

I wish I might emphasize the benefit of forming mental pictures. When you ask a child to locate England, if he says, as mine often do, "It is in the eastern part of Europe," do you ask him if he is looking at a map of Europe in his mental vision? As soon as you recall the map for him, he sees England and answers correctly. Suppose you ask me, "Where is the Para River?" Before my vision is spread a map of South America, the great Amazon flowing eastward, and near its mouth is that of the Para River; a black line it looks, zigzagging its way northward. But if you asked me to locate the Potomac River to-day, I should instantly recall the city of Washington, because that is where I took a boat for a ride upon that magnificent stream; but should you ask me to locate its source, I should call up another picture, my map again with Virginia and Maryland and the black sinuous line labeled Potomac River lying between. When you suggest to me sunset I see the one I have so often gazed upon in the Sacramento Valley.

Our children are like ourselves, they can only picture what they have seen. But, alas! they do not see. A few days ago I noticed so much effort on the part of a pupil to respond to the question, "What countries were included in the Roman Empire?" that I asked, "Do you not see a map with the Mediterranean Sea, Europe to the north, Africa to the south, Spain to the west of the sea?" "No," she replied, "I cannot see a map unless one is before me." In the biological laboratory I placed a portion of the compound eye of the grasshopper under a microscope and asked the pupils of the class to ex-

amine and make a drawing of the same. Later, while moving about among them, I noticed that one boy had made a drawing of irregular rhomboidal figures. I said, "Why, you made your drawing without looking." "No," he replied, "I thought it looked that way." I sent him to look again at the specimen, and then he saw it in its regular hexagonal outlines. I find that pupils talk about gold mines and neither see the dark subterranean cavern nor the metal extracted therefrom. They talk of sheep-raising, but see neither the sheep nor their fleecy coats. They talk about a court, but see not the judge in his official post, nor the prisoner at the bar, nor the jury, nor the onlookers.

Now if our pupils are not continuously forming new pictures and recalling old ones, there can be no definiteness, clearness and accuracy of thought. Because they have not this vision, they are powerless to give expression to their thought. There is no definiteness of outline and no relation of facts, neither is there a oneness, a whole. That which has once made a strong impression upon the mind can be readily recalled. Also that which has become familiar through repetition.

To secure this mental vision there must first be ocular vision, definite, accurate seeing. Let us then invite them to open their eyes and notice the beauty, the wonder, the grandeur and the miracles that are everywhere around them. When they once see things clearly, thoughtfully, then they will write cheerfully, honestly and well.

If we as teachers would work in unison for this end, something better than we now know might be accomplished. But the early years, so impressionable, are not improved sufficiently in the exercise of expression. Our pupils must think clearly if they are to be anything other than indefinite, nebulous matter. To do this requires guidance on our part. Not long ago an English teacher asked her class, that was studying Lady of the Lake, to write a "Description of a Sunset in the Trosachs." Perhaps this is a very natural subject to be assigned. One little boy who wrote a very poor paper, upon being questioned, made the following answer, "I do not see how there could be any sunset in the Trosachs, for it is a very narrow glen between high mountains and extends from the east to the west. Besides, I never saw the sun set in the mountains and cannot tell how it would look."

Before chastising the boy, let us see what he was trying to do. First, he was simply filling a requirement; next, he was trying to say what he thought others would wish him to say, especially his teachers. His paper must be of a certain length. To accomplish this, he repeated in the last part what he had said in the first. He wrote without sincerity, honesty or pleasure. Suppose we teachers

try to write a description of a sunset in the Trosachs. Will not our effort answer quite as well for one of almost any other place?

But suppose we proceed in another manner in order that we may see, may feel, the sunset effect. Let us say to the student, "Come to the window. See the glow all about us! The window panes are burnished gold. The barn roofs back of us have a warm, red glow. The grass is a yellowish green. From the west comes the coloring. There the long, broken clouds are near the horizon's edge, with a bright crimson glow back of them, sending a glory over the whole scene. Now watch the crimson change to the deep purple! See the dog. He, too, seems to see it; he sits so still on on his haunches and looks so absorbed. What do you suppose he is thinking of? How strongly the outline of that oak tree stands out against the sky in this subdued light. What is the solitary bird that approaches it? Now the foothills have taken on a new color, a rich, subdued dark blue. How silent everything is! Even the animals seem to feel its influence. The day is done. Shall we call the sun back?" In a similar way let us talk of other scenes—the rain, the fog, the moonlight, the wind, storms, etc.

To be sure, our pupils will not see what we see, nor feel what we feel, nor write what we write. But will not this be a means of cultivating observation and thought of our environments? And after a while will they not have pictures in memory's hall of sunsets and mountains and woods and seashores? It is only by recording what the pupils now think and feel and see in things that they acquire the power to observe more closely, to analyze more correctly and to see and feel more truly about things.

In the meantime let us write about things of our acquaintance, the common, every-day topics—the things we are doing, the things about us. No two of us have exactly the same interests, and so will want different topics.

I know a little boy, eighth grade, who has written so-called compositions upon "How to Harness a Horse," "How I Built My Shop," "My Neighbor's White Cat," "The Calendar on the Mantel," "The Open Fire," "A Toy Pig," and others of like nature. Each of these productions was written under my observation. There was not the slightest objection offered when the request was made. The boy wrote from a full knowledge; he saw the things he was describing, he told his impressions; he had lived his compositions first and then merely recorded them.

This has not been our school regime for the most part. Our methods have been artificial, conventional. Our pupils in their endeavor to secure our much-coveted approbation have tried to write that which they thought *we* wished them to write. If we have been so unwise as to require them to write about what they could not produce out of their own inner consciousness, then they must

borrow from others, and this, like all borrowing if continued, must end in beggary.

Nor do we place a premium upon sincerity, but insincerity. We give subjects that constantly compel the writing of others' thoughts. I do not mean that what the pupil writes must be something that is original in the realm of thought, but what the pupil himself has thought or felt from his own contact with his environments.

I remember that once, after a class had finished reading "Merchant of Venice," I asked a young man to write for me what he thought of Portia, without reading any of the interpretations of the critics. He did so, and presented his paper with much hesitancy, because, after finishing it, he had discovered upon reading the critics that he had not agreed with any of them, and so felt that his estimate of the character was erroneous. It probably was, but his ideas were his own and honestly recorded. His interpretation could, and probably did, change with maturity and reflection. The habit of borrowing does not strengthen our mental fibre, and, finally, the disease is incurable. Let us cease copying and be ourselves. If we have common-place thoughts, let us express them; if we have something better, well and good.

The following list of subjects for a freshman class for ten weeks is an average assignment: I. Dictation; the Causes of the Differences Between the Highlanders and Lowlanders of Scotland. II. How I Learned to Ride my Bicycle. III. Outline; Miles Standish. IV. Dedication; the Tournament. V. Outline; Canto I, Lady of the Lake. VI. Loch Katrine. VII. Outline; Canto II, Lady of the Lake. VIII. A Trip to the Cliff House. IX. Outline; Canto III, Lady of the Lake. Here are nine topics, only two are the expression of the pupil's life. All the rest are thoughts of others.

We recognize that something is gained by writing the meaning of a stanza, or a group of stanzas, both in interpretation and in expression; we also believe that outlines, if clear, concise and accurate, are valuable. But even admitting this, should not the larger number of subjects be such as draw out an expression from the pupil of his own personal relations to life?

I, for one, profoundly believe that our students would write in the admirably lucid style of the ancient Greeks if only we would cease our efforts to mold them to a form. When Tennyson wrote that wonderful little poem that all the world admires—

> "Flower in the crannied wall,
> I pluck you out of the crannies
> Hold you here, root and all, in my hand,
> Little flower—but if I could understand
> What you are, root and all, and all in all,
> I should know what God and man is,"

Was he trying to say something profound, something he thought would please the public, or did he write from a fullness of thought that could best be expressed by the simplest language most briefly stated? The thought is profound, but it is a great truth uttered regardless of public approval.

We are falsely trying to live out of our environments, because we think they are so homely and so lacking in interest. If Abraham Lincoln had tried to live above or beyond his surroundings what would he have been? And what would the world be, fashioned upon such a basis? Thoreau's famous Walden Pond is famous only because Thoreau made it so. Because he saw the light and shadow, the clearness and coloring so vividly, that we see it through his eyes.

If we read that the South Sea Islanders burn the spines of the sea urchins and then use them for slate pencils, we think it is of interest. But it does not seem at all interesting when we say that the people of the Sacramento Valley throw up the earth in levees in the fields and then turn the water on the land, thus enabling it to produce from three to five crops in a season of sweet-smelling, beautiful clover; that we gather prunes from the tree by knocking them off with poles, the fruit falling on sheets beneath. But to an inhabitant of Manitoba, perhaps, these statements are all of interest. It is not the fact in itself, but how much of sincerity, of earnestness, of life that goes into it, that makes it of worth, that gives it the stamp of the ideal—for what is the ideal but the truth?

When Corot wished to paint, he went to the country and painted from nature, first a realist doing his work in detail, then seeing things in a new and higher way he ceased the detail and gave only impressions of things, but all so wonderful that all the world bows in homage to Corot. He was all his long life in working out the expression of his own aspirations. But he succeeded because he was true to himself.

We need more extemporaneous writing. Our pupils will never write spontaneously, naturally, until they write out of their own lives. Emerson says that "the highest merit we ascribe to Moses, Plato and Milton is that they set at naught books and traditions and spoke not what men thought, but what they thought."

The interpretation of literature is much easier to teach than the creation of it. Here the aims *seem* to be many, at least, as it is now taught. Literature when analyzed has the thought as a core. Around this are the furbelows and frills, and some of us find this millinery of literature so attractive that we spend all our energies in finding out what are the peculiarities of the trimmings, the convolutions of their parts, their arrangement and harmony, their artistic effect, which are obsolete—that is, out of fashion—which are archaic, which are up-to-date, which were fashionable a long time ago and have recently revived.

Night before last I had the pleasure of hearing Dr. C. R. Brown give his able lecture, "The Greatest Man of the Nineteenth Century." In it he said there were many people in the world who could see the flies on the barn-door, but not the barn-door itself. Many of our teachers come under this class. As a consequence, our high-school boys too often say, "I hate English." Let us reflect that men do not take to millinery, but to the woman only that the millinery adorns. Now if we, as teachers, can show them that there is a person, an individual soul, telling us his experiences and asking our sympathies, we shall hold our boys spell-bound. Life to them is the most absolutely captivating subject in the universe. If you doubt it, take a class of young men into the biological laboratory and show them the wonders of nature. Their interest and delight cannot be surpassed. Their faces glow with pleasure and interest. They never weary of the subject. So in literature, if we talk to them of why men thought and acted thus and so, they will talk to us with animation; they will read with delight. It is possible to arouse their minds to interest; it is possible to cultivate the habit of enjoying what is of worth. Nor is it necessary to feed the mind with the sweets of literature only. Whatever is read may be enjoyed, but it is not always wise to read merely for enjoyment. An understanding of the thought is the sine qua non of the enjoyment of literature. This requires exertion, but exertion intense and regular is necessary to a healthty mental state.

It is necessary to become interested in whatever seems worth while to read. We should endeavor to find out why it seems good to others. We are at liberty to accept or reject the thoughts of others, but we are in no position to do either until we appreciate why the author thought as he did. If we cannot truly enjoy a good literary production, one of two things is true, either lack of preparation or our mental temperaments are such that there can be no sympathy with the writer. I, for one, while believing that Dante wrote a masterpiece of literature, while recognizing the Divine Comedy's sincerity and artistic value, must confess that I find no message in it for me.

In our high schools to-day we are studying a course of English classics—English history is not obligatory, but for the students of the science and literary courses the full English course is required. The result is not satisfactory. The literature of any period is dependent upon the history of that period. It must be so. No man lives or writes out of his time. Why ,then, should we not require English history in the freshman year? I know the University of California requires United States History and Civil Government in the senior year, and that it desires the English History to precede that year. But the advantage in the history work of this order is

more than offset by the disadvantage to the English department, and we teachers should think of the benefit as a whole.

A reading course independent of the prescribed one of the high school is very essential to progress in cultivating the taste of our pupils for good reading. As an English teacher I kept a carefully selected list of books for each of the four year's work, and required these to be used and commented upon, by the pupils, as to the pleasure and benefit derived therefrom. I think the English department of the high school is the one from which comes the high aspirations, the noble resolves, the moral tone of the school. To think noble thoughts, to keep company with those who are sane and real is to become virile and genuine. For "the mind grows by what it feeds on."

LYDIA D. LAWHEAD.

Woodland High School.

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Home Study

The requirement of Section 1665 of the Political Code, that *"No pupil under the age of fifteen years in any grammar or primary school shall be required to do any home study,"* seems to be more honored in the breach than in the observance.

The Legislature of 1901 harkened to the cry of the parents to save them and their children from the relentless grind of the schools by prohibiting compulsory home study, but the action of the Legislature seems to have escaped the attention of the teachers, and compulsory home study goes steadily on.

This ought not to be. We have no right to disobey the law, no matter what our opinion of the law may be.

Since the law absolutely forbids compulsory home study, may we not inquire of ourselves whether home study should be required in the grammar and primary schools? We are all anxious to succeed, and we urge the strong and hurry the weak. Surely there ought to be some opportunity for the backward pupil to catch up with his more forward fellow.

This opportunity ought to be a free one. If the 65 per cent who are strong perform the daily school work in school, may not the 35 per cent who are not so strong have the chance of free home study to keep up with the class?

True, the weak may not use this opportunity, but their failure so to do is not a reason for compulsory home study.

Sometimes we complain that our course of study is too heavy, and at the same time invite a continuance of this evil by disobedience of the law that was made to prevent the overloading of curricula and of children.

Suppose we ease up a little and stand on our rights. The makers of courses of study will ease up, too, when they find that we have

passed back the blame to them. Children of tender years and immature minds crowd our higher grades in the common schools and we search valiantly for the reasons why these children do not reason. We load the children past the limit and hurry them to distraction and bewail ourselves because they are not thinkers. The fault is in themselves and not in the children. We are in too much of a hurry.

School time should be divided into study and recitation periods, and the tasks assigned should be such that 65 per cent of the children will master them easily in the allotted time if they are studious. If they are not studious, let us do less talking and more teaching.

Parents may justly doubt the teaching ability of a teacher in the common schools who resorts regularly to the requiring of compulsory home study. SUPT. MARK KEPPEL.

* * *

Special Programs for Humane Education

School programs designed especially to promote humane education may well begin in the lower grades with lessons on kindness to animals, but should be more inclusive for higher grades, and for all classes which have a series of lessons. Edward Everett Hale says: "We are all in the same boat, both animals and men. You cannot promote kindness to one without benefiting the other."

Of such a program the first requisite is that it shall be specific and not general. Whatever the time limit of one lesson may be, consider only one animal or one form of kindness in each lesson. A program with music about flowers, a poem about a kitten, a story about birds, and instruction as to shoeing a horse makes me think of a prescription doctors give sometimes, containing a dozen ingredients, every one believed to be good. They call it "a shotgun remedy," sure to hit something. Above all, be specific. The bad outline just noted looks odd, and yet such a plan would be delightful compared with a school Christmas program I suffered in witnessing, which was not only miscellaneous in the extreme, but each part was unsuitable for young people, or for any occasion less mournful than a funeral.

After a teacher has restricted her topic to kindness to animals, and then to kind treatment of one animal, she may make a dreadful blunder by a careless choice of abundant material. All that is written about animals and handsomely illustrated, and even signed by a well-known name, is not humane. See that the moral of the story is right, the incidents happy and that it is good English. If a poem is chosen for a pupil to commit to memory, see that it is correct in all these ways and in rime and rhythm.

Let us suppose the class is midway between the lowest and highest grades, or is an ungraded school, and must have a program suit-

able for the average. If we ask the pupils to choose the animal subject, they will probably choose the cat or the dog, because they already know most about these pets. They haven't heard of proceeding from the known to the unknown, nor is their choice decided by chance, but naturally.

Let us call our lesson kindness to the cat, and put our emphasis on kindness to the cat, not on the physiology of the cat. Its eyes, paws, etc., may be studied later when there is time for several lessons on one subject. Above all, do not allow instruction as to drowning kittens to be given to children less than fifteen years old. Many teachers have erred in this one way.

We have provided at least one good cat picture for the day, if no more than an illustration from a magazine, mounted on pasteboard, so as to be passed from hand to hand.

Song, Loving Kindness to all. (Songs of Happy Life, page 26).

Repeat the band of mercy pledge, "I will try to be kind to all living creatures, and will try to protect them from cruel usage."

Story by the teacher about a cat she has known, or about the three hundred cats kept by our Postoffice Department to guard the mail bags against the attacks of rats and mice, or about the pet of a man noted for kindness. (Friends and Helpers, page 31). See that the story is *positive, not negative.* Avoid mention of cruelty. Put the emphasis on kindness and make the story "end right."

Stories by pupils of kind acts witnessed, preference being given for acts of others rather than deeds of their own. These stories may illustrate the cat's cleanliness, mother love, and fondness for warmth. The danger of accidents caused by wearing collars of ribbon may be mentioned. These collars are likely to get caught on twigs or other sharp objects and are then dangerous to their wearers.

Song by one of the pupils, "The Gray Kitten" (Songs of Happy Life, page 41).

Reading of anecdote by pupil, "How to Take Care of Cats" (Friends and Helpers, page 37).

Song, "Make the World More Bright" (Songs of Happy Life, page 1).

These two books mentioned are indispensable. If they are not in your school library, recommend them for the approved list. For copies of a suggestive leaflet on humane education, address Humane Education Committee, 61 Westminster street, Providence, R. I.

Such exercises as the one outlined above may well take the place of common Friday afternoon miscellanies. I recommend especially calling one day in the spring *Bird-day* and observing it as recommended by the United States Department of Agriculture.

MRS. L. A. PARK.

Books and Magazines

This work will be heartily welcomed by all teachers of history, language and education. Before its appearance almost nothing was available in English upon the subject which it treats. It is a volume of immeuse research. By "classical scholarship" is meant "the accurate study of the language, literature, and art of Greece and Rome, and of all that they teach as to the nature and history of man." Book I treats of such studies in the Athenian Age; Book II, the Alexandrian Age; Book III, the Roman Age of Latin Scholarship; Book IV, the Roman Age of Greek Scholarship; Book V, the Byzantine Age, and Book VI, the Middle Ages in the West. A second volume is promised which shall bring the history down to the present day. We shall then have an encyclopedia on ancient learning. Perhaps it will appear that this volume is of more interest to the specialist than to the lay student, but that is not the case. One great difficulty with classical studies in American schools at the present time is that neither pupil nor teacher is able to get out of them more than the crudest and most fragmentary ideas of the life of the past which they represent. One reads Homer and never begins to dream of the place and meaning that the poem had in the history of the world. The same is true of Vergil; while the ideas that pass current even in the high schools concerning history subsequent to the fall of Rome are positively vicious in their effects upon the students. What I mean is this: that to teach young people that men were once civilized and then threw civilization away, and therefore that civilization could be thrown away and was not in the nature of things and inevitable, seems to me on the whole to be the most immoral act that I know. The value of a book of this sort in the school library, if frequently used, will be that it will assist in making worth while and complete, studies which are now so incomplete and so little worth while. It is part of a liberal education to know Homer, but Homer is great because he had a great influence. And so with Socrates, Plato, Aristotle, Vergil, Cicero and the whole pantheon of literary saints. Indeed, classic literature is great because it had a great effect. And this book makes it more possible than any book I know to study these great ones through their effect; that is the only way in which they can be seen as men and not figures.

A History of Classical Scholarship. From the Sixth Century, B. C., to the End of the Middle Ages. By John Edwin Sandy , Litt. D. The Macmillan Company, New York.

I believe, therefore, that it will not only be indispensable to the teacher of Latin, Greek and ancient history but will also offer the best text on the history of ancient education which we possess in English.

* * *

When Prof. Lane died on the thirtieth of June, 1897, his *Latin Grammar*, in the preparation of which he had been engaged during the intervals of teaching in Harvard for nearly thirty years, was left unfinished. It was found that he had left a written request that his work should be completed by his former pupil and colleague, Prof. M. H. Morgan. Under his direction the work was finished and the first edition appeared in the year 1898. A second edition, revised by Professor Morgan, has just been issued by the American Book Company.

There is perhaps no American grammar is existence that approaches this in point of systematic arrangement and thoroness. Since its first appearance it has been very widely used as an aid to advanced study. Many corrections have been introduced in the revised version, but no alterations in the treatment of broad, general principles have been made, except in the chapter on Sound, which has been rewritten by Professor Orrtel of Yale. The completeness of a work of this sort is what appeals most strongly to one who could find only a small part of what he looked for in the smaller grammars when studying Latin. There is solid satisfaction in the print and page of this work, and on the whole it is the most attractive Latin grammar that we know.

* * *

The most attractive feature of this book is that it treats Greek history from the standpoint of its significance in the development of civilization. This is a position that is rarely taken by a political historian, but is generally left for the historian of literature, education or philosophy. But as the only possible interest we can have in the Greeks is not in the Greeks in themselves, but in the Greeks in us, i. e., their political, intellectual and æsthetic immortality, this phase of their life is most appropriately chosen as the organizing principles in an outline study

A Latin Grammar. By George M. Lane, Ph.D., L.L.D. New York: The American Book Company.

Outlines of Greek History, with a Survey of Ancient Oriental Nations. By William O. Morey, Ph.D., D.C.L. New York: The American Book Company.

of their history. It is positively pathetic to know so little of them as most high school students gather from their studies, and the explanation for this fact can be none other than that they are not permitted to study them in the right way. Here is a book which seems to pick out the important things—the history of culture prior to the Greeks, the great advance made by the Greeks upon the previous culture of the Orient, the great age of Athens, how Athenian culture was carried to the Orient by Alexander and to Rome by Roman generals and Greek teachers, how it passed to the church and to the followers of the Prophet, and at length reached the modern world. If it is true, as Sir Henry Sumner Maine declared, that with the exception of the blind forces of nature, nothing moves in this modern world which is not Greek in its origin, it would seem that these are the most significant facts in the history of Greece. The book is well arranged for the teacher. The topical method has been employed; maps are given "to enable the pupil to locate every place mentioned," and each chapter is supplemented by "selections for reading." As an outline study it seems to be more than usually satisfactory.

* * *

There was a time when Richmond and Charleston were literary centers, and American literature, all too barren at best, cannot afford to neglect the contributions which came from that section of our country. Singers in a minor strain were not rare, and Poe, Hayne, Timrod, Lanier and Ryan led the chorus. Dr. Painter has performed a genuine service by preparing this little volume, for tho Poe and Lanier are not likely to be overlooked, something was needed to make us more intimately acquainted with them and keep us from forgetting their fellows who worked beside them. The first chapter treats of the minor poets of the South. Succeeding chapters treat of the lives and works of Poe, Hayne, Timrod, Lanier and Father Ryan. Typical selections from the works of each are given. There is hardly a better way for the young of this generation to understand the meaning of the great conflict than by reading the war poetry which is presented here. A feeling of gentle melancholy broods over these pages, for they tell of emotions deep and elemental, and the lines take hold.

Poets of the Sonth, a series of biographical and critical studies, with typical poems, annotated by F. V. U. Painter, A.M., D.D. New York: The American Book Company.

Your reviewer is not fond of books on composition, nor indeed of books on language, which are generally schoolmaster's methods for defeating the ends of nature and of nature's god. He is one who believes that the best way to teach English to young children is to teach science, history, woodworking, or anything other than English, and let English take care of itself until ideas shall take it captive. But something, perhaps much must be accorded a book which begins: "In all this talk about teaching English composition in secondary schools, going on heatedly now some twelve or more years, one very essential matter seems seldom to have been thought of, and never fully grasped. It is this: that if ever boys or girls are to learn to express themselves easily and naturally in writing, and with anything like the facility with which they express themselves in talk, they must be taught at the start not 'rules' of writing but *habits* of writing."

The procedure of the trained writer is taken as the norm which must be followed. How does he proceed? First he chooses a subject, or it chooses itself for him; next, he limits it to the purpose in hand; next, he gathers, selects, and arranges materials, plans his work, writes and revises. Such is the order in which the phases of composition work should be approached.

"A word at the start" comes first, closing with a triple injunction to work. "Paderewski," said Paderewski himself to Princess Victoria, "was a drudge before he was a genius."

Let the choosing of a subject be a sample of the lessons in the book. It begins: "Make a list of the things you have thought about during the past week which are of real interest to you. Thus:

Things I have thought about—

1. The weeds in our streets.
2. How to make a box-kite.
3. My neighbor at school.
4. The bird's nest in our garden.
5. What a flying bird can see.

Subjects are to be chosen on the basis of interest. Language is to be expression not oppression, and thruout the book the exercises seem to be suggested on this basis. Too much cannot be said in praise of pedagogical good sense in the making of textbooks. This one seems to represent an unusual amount of it.

Elements of English Composition. By T. F. Huntington, A.M. New York: The Macmillan Company.

Many books are called forth, but few are chosen. This one has the advantage of being chosen ahead of publication. For first its contents were printed in the *Chronicle*, and requests came from school teachers in different parts of the state that the papers be issued in book form. And it is not surprising that such good fortune befell them. The theme of the book is what the plants *do*, for if one does not know what they do he is not really acqainted with them. A cursory examination leads to the belief that here is a piece of nature study of a high order of excellence. The proper test of such a work is its effect upon the child. We have not submitted it to that test. The teachers doubtless have who asked for it. We predict that it will pass, for the style is excellent and the content is genuine science put in a very interesting way.

* * *

This is a "new" work, for though two others on the same subject have already been prepared by Professor Tarr, this is a distinctive attempt to solve the difficult problem of how best to present the subject to beginuing students. This book differs from the others in a much fuller treatmeut of life in its relation to the land, air and ocean—the human interest of each topic being emphasized. Much attention has been given to illustrations in the belief that good illustrations are the best substitute for the object itself. A brief summary is given at the close of each section and a topical outline and a set of review questions are placed at the end of each chapter. In addition the author has sought to assist the teacher in employing the laboratory method of teaching the subject by many suggestions as to maps, equipment, field work, etc. The assistauce of a number of teachers was invoked in preparing the work. The net result seems to be a book which is quite worth testing in the schoolroom.

Habits of California Plants. By Katherine Chandler. San Francisco: The Educational Publishing Company.

New Physical Geography. By R. S. Tarr, B.S. New York: The Macmillan Company

The Outlook

The issue of January 9th contains an article on "Religion and the Public Schools," by the Rev. W. M. Geer, whose widely quoted statements upon the subject have provoked so much discussion recently. "There are coming out of the public schools today a great mass of anarchists," he quotes from a Chicago school principal. Statements are offered, showing the need for "a direct and vigorous inculcation of the fundamental and indispensable social sentiments"; that there is danger of "the people of New England becoming actual heathen"; "that the foreign-born population furnishes only two-thirds as many criminals as the native-born"; that the Bible is so little read in these days that the present generation doesn't even understand the Biblical references in secular text-books; that the statistics of education and crime are disappointing. These statements of several of the leading college presidents he maintains hopelessly complicate the situation from the college president's point of view. Only the best pupils go on to college, and what is true of them may not be true of the others. In this way the evidences of the nineteen college presidents is disposed of. Mr. Geer charges the state with coming between the church and her own, and cites a number of lurid prophesies of impending danger from socialism, agnosticism, crime, etc., which are attributed to the schools. The type of thought which is behind this movement is revealed by his use of the phrase, "the pernicious heresy of socialism." The whole discussion sounds very much like the wailing of one who fears that the future may be different from the past. Thank God it will be different and greatly bettered by the very conditions which are here deplored.

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The Educator-Journal

There is an unusually interesting letter upon the "Defects of City Superintendents" in the last number. It runs: "We were not pleased with your personal appearance when you first came to our city. You retained the earmarks of the profession by which every citizen in town knew you as you walked the streets. Teaching children to know and to think is salt, but the savor must come from the manners, character and lives of those who stand for education. We expected you would not be careless of public opinion, nor yet too susceptible to it. We regret to say that we

have found you to be a policy worker—a political rather than a professional superintendent. You lack the backbone to speak frankly in the face of an evident fault. You are afraid of the school board, afraid of public opinion, afraid of your teachers. You do not attempt to create. You are a slave to public opinion rather than one of its moulders. You have favorites. You have played fast and loose with us in the matter of discipline. You have squeezed the life and flexibility out of our course of study. Too much of your time is spent in the office. You seldom come to our rooms. We need your direction. You have called your teachers' meetings at the end of the week when we are worn out. We have taught an entire year without receiving a single adverse criticism from you, yet we found our work marked 'imperfect.' "

* * *

The Forum

The editor, Dr. J. M. Rice, contributes "The Need of a New Basis in Education" to the January-March number. This article is intended primarily to explain the fact that some seventy per cent of the schools examined in arithmetic and language failed to show even a moderate degree of success in those branches. The question of the causes of success or of failure in elementary education is not one of the most important of all pedagogical problems, it is the problem of problems, for it embraces them all at once. I have come upon a theory which appears to account for the circumstance that all other theories, however plausible, were found to vanish when exposed to the light. The theory is simply this, that success in teaching is dependent upon teaching power, or the power of the teacher to develop power in her pupils. I have come to look upon teaching as the pivotal point in pedagogy. The facts show that there is no direct relation between the time devoted to a subject and the results. Investigation shows that there is no relation between the size of the class and the results. Nor could the differences in results be accounted for by differences in scholarship or in knowledge of pedagogical theory on the part of the teachers, for those of equal qualifications produced widely different results. This teaching power is not due to birth, for it belongs to certain schools as schools. It is not due to training. Training has failed because it has not sought results. Current standards estimate success by what the teacher does; the standard now suggested will call for judgment by what

she accomplishes, but the results must be worth while. The higher order of standards will give no credits for mechanical results, but simply for such results as show a true indication of intelligence and power. Children do not acquire much power unaided; power is a matter of training. The higher results in any given branch are represented by the realization of the purpose for which it is taught.

* * *

The London Journal of Education

The last issue includes a supplement which reviews "Twenty-five Years of Education in England." We cull a few suggestive statements: The State has ordained that after 1905 it will recognize no teacher who has not been trained; but of our secondary teachers not one per cent has so far received any training. We may trust to the demand for training to create in time a supply; but, unless to this be added security of tenure, of living wage, and pensions for old age, the last state may be worse than the first. What profits a straight gate if there is no inducement for any but the lean and starved to enter?

In 1848, Mr. Miall argued in public that "the care of the mind does not fall within the range of the duties of governments." The new point of view is that it is the business of the state to keep open the ways of intellectual opportunity from the bottom to the top of the national system of education, in order to secure as much as possible of the advantage which accrues to a community from making the best of great abilities, however humbly born. There are few signs in England of educational interest which in the United States has caused the number of pupils in secondary schools to increase five times more rapidly than the population. Greatly as I rejoice in this growing public consciousness of the value of teaching as a highly skilled art, I think there is considerable danger that the idea of the end for which this art exists may go obscured by the idea of the means. The one thing most needful is to realize the naturally autonomous nature of all effective learning, and to realize this vividly, powerfully, continuously in every movement of the teacher's work. Mere experience in teaching, desirable as it is, does by no means suffice to make a sound inspector. Few things could, indeed, be worse than to let loose on the schools a band of ex-schoolmaster empiries skilled indeed, in the use of such recipes for learning as they have themselves for years administered, with no ade-

quate sense of the vital problems involved, and no eye for the modest wisdom of the unobtrusive teacher who yet moves children's minds. The inspector will often find that what a teacher wants most and gets least, is encouragement. I should almost venture that the local reputation of a school is more often found below, than above, its merits.

* * *

The Educational Review

The January number contains an article upon "Recent Educational Progress in France," by Prof. Gabriel Compayre, which is of more than usual interest. A great danger has arisen. The instruction given in the free schools, especially in those conducted by the congregations depending upon the Catholic Church, was not abreast of modern ideas. In such schools the youthful generation was being reared in a spirit of rebellious hatred of democratic institutions. Two Frances were growing up side by side, the one open-minded and free, the other stubborn against progress. Legislation was necessary. Ten thousand schools of the congregations were closed. But they were opened again the next day by the same persons clothed in the garb of laymen. The conclusion seems to be that there must be only one teacher, the State, which is absolutely bound to give to all the nation's children a secular, rational, and republican education. Yet free teaching may remain under supervision. It is well known how spiritedly French school teachers complain of their small pay. An effective compulsory law has not yet been contrived. A huge want is a system of continuation schools. Manual training is soon to be introduced in the secondary schools. The pupils have taken a lively interest in the recently introduced lessons in ethics. Higher education has succeeded best in recent years.

* * *

Science

The address of the president of the section of geology and geography of the American Association upon "Geography in the United States," is printed in the issue of January 22. In it geography is defined as a study of the "relation between the elements of terrestrial environment and the items of organic response. The location of a manufacturing village at a point where a stream affords water-power is an example of the kind of relation that is meant." We include under geography every other example in which the way

that organic forms have of doing things is conditioned by their inorganic environment.

* * *

Mr. G. M. Trevelyan, writing in the *Independent Review*, states the objects of history as, first, to train the mind of the citizen into a state in which he is capable or taking a just view of political problems. To many it is the source of ideas that direct and inspire their lives. It keeps alive the spirit of rest and beauty. Perhaps the most educative of the functions of history is the presentation of ideals from other ages. It has a third function, that of making us feel "the Poetry of Time."

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BOOKS RECEIVED.

Beginners' French, by V. E. François. New York: American Book Company.

An Easy First French Reader, by L. C. Syms. New York: American Book Company.

Der Trompeter von Säkkingen, edited by V. Buehner. New York: American Book Company.

The Merchant of Venice } The Gateway Series. New
Macaulay's Essay on Milton } York: American Book Co.

Undine, edited by J. H. Senger. New York: American Book Company.

Le Bourgeois Gentilhomme, P. Roi and W. B. Guitteau. New York: American Book Company.

As You Like It, edited by W. J. Rolfe. New York: American Book Company.

Partir Á Tiempo, edited by E. B. Nichols. New York: American Book Company.

Homeric Stories, by F. A. Hale. New York: American Book Company.

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Notes

"A History of Modern Europe" by Merrick Whitcomb. An excellent work of its kind dwelling with greater emphasis upon the Contemporary Period than the average school history. It contains many excellent maps and illustrations.

D. Appleton & Co.'s Twentieth Century Text-Books.

"Geographic Influences in American History" by Albert Perry Brigham, A.M., F. G.S A. Here we find a small volume in which the study of geography is made easy and that of history pleasant. The younger readers especially will get a clearer conception of our country through it.

Ginn & Co.

* * *

"A New German Grammar" by Marion D. Learned, Ph.D. The author's object in writing this book was to give the beginners, as well as the average college student, a systematic knowledge of the principals of German and a sufficiently wide range of the vocabnlary and idiom of Modern German. The book is one of the most thorough of its kind.

D. Appleton & Co.'s Twentieth Century Text-Books.

* * *

"Select Statutes of United States History 1861-1898." Edited with notes by William Macdonald. The student in history has in this volume, an orderly and consistent presentation of the chief constitutional documents of the period from 1861 to 1898 to which he can easily refer. It is hoped that the systematic study of this period will be made easier.

The Macmillan Company.

* * *

"Virgil's Aeneid"—First six books with introduction, notes and vocabulary, by Prof. Jesse Benedict Carter. An effort is here made to make Virgil as easy as possible so that the reader may become interested in the reading of the Aeneid. While the notes and vocabulary are quite extensive, the grammar and interpretations have been left largely to the teacher.

D. Appleton & Co.'s Twentieth Century Text-Books.

* * *

"Vocal and Literary Interpretation of the Bible," by S. S. Curry, Ph. D. The intention of this book is to aid the preacher in enlightening his congregation in passages of the Scripture by proper reading, expression and unhalting delivery, so that a clear conception of the text may be had. It is the first book of its kind yet puplished and will be welcomed by the students of the Bible.

The Macmillan Company.

* * *

"The British Nation" by George M. Wrong, M.A. The aim of the author in writing this book was to condense the history of the British nation to as convenient a volume as possible, embodying all the latest information afforded by modern research. Although political development has been given most consideration, considerable space has been devoted to social life. The illustrations have been selected with a view to supplement the information of the text. Books of reference are noted at the end of each chapter.

D. Appleton & Co.'s Twentieth Century Text-Books.

* * *

"Animal Studies" by David Starr Jordan, Vernon Lyman Kellogg and Harold Heath, all of Leland Stanford Jr. University. This volnme contains a compact but complete treatment of elementary zoology, more stress being

laid on the natural history than on the morphology of animals. The structure, life, habits, environments, economics and history of fossil animals are each treated with that clearness, conciseness and completeness for which President Jordan is particularly distinguished.

D. Appleton & Co.'s Twentieth Century Text-Books.

* * *

"Masterpieces of Latin Literature", edited by Gordon Jennings Laing, Ph. D. This volume contains selections such as will tend to show that the Latin literature has a distinct origin and is not due to Greek or other influences. It is admitted that the Roman orator and scholar were trained in the Greek rhetorical methods but this was more to secure an efficiency in their work. Patriotism was in a great measure responsible for their literary development and intellectual activity. It brought forth their great orations, their histories, their national epics and their patriotic lyrics. The selections have been made irrespective of the name or fame of the translator.

Houghton, Mifflin & Co.

* * *

THE OUTPUT

The aim of the modern business world is to produce the very best goods at the least expense or outlay. To this end the manufacturer is trying to secure better raw material, better machinery and more skillful workmen. The school must take its place among business enterprises. It employs more capital and more labor than any other industry in the whole country; yet its methods are in some respects antiquated, its equipment comparatively poor and its workmen often unskilled. We cannot improve the raw material—that we must take as it comes to hand, just as furnished us by nature. We must, therefore, seek to improve our equipment and train our workmen. Traveling East through Nevada and Utah, we find the railroad is everywhere cutting out curves and reducing grades. The roadbed of the 70's will not do for the Overland Limited and the increasing traffic of today. In education we are still traveling along certain trails made by the pioneers. The course of study is still encumbered with much that is useless. We continue to teach the spelling of apteryx, caoutchouc and syzygy. We forget that the child needs to learn only the words he will probably have to use. Spelling is not a prerequisite to reading. We may read many words that we cannot spell. I recognize the Governor whenever I meet him, but I could not draw his picture. I recognize in reading many words which I could not picture with my pen. Our arithmetics are filled

with problems which may have appealed to our forefathers, but which have no place in modern business life. Cut out the curves of hounds chasing hares, of stock exchange, average of payments, true discount, frustums of cones. Reduce the grade of plastering, papering, carpeting and compound numbers. If you teach these at all teach the custom of today, or, better still, leave the one boy of your school who may in after life need to know these special things to learn them in actual practice, rather than give them to the forty-nine who will never have use for them. The old idea of formal culture giving a discipline which may be transferred to any occupation of later life does not accord with modern thought and experience. Mental discipline may be given by exercise upon useful up-to-date things. We are still teaching English as though it were an inflected language. We are puzzling the brains of children with subtle distinctions found only in the Latin Grammar. One-third the time now spent on grammar is sufficient to teach all the thought relations essential to the use and appreciation of good English. Leave the subtleties of Latin to the Latin teachers. Leave the grammar of Old English to the college professor.

In the primary grades we have cut out a big curve in the teaching of reading and now go direct to the thought expressed by the words. But we are forcing upon children literature beyond their thought and appreciation. Many emotions must wait upon physical development. "Evangeline" and "Enoch Arden," beautiful and adapted at the proper age, are no poems for children. "Robinson Crusoe," "Arabian Nights," even "Huckleberry Finn," at a certain period in the life of a boy are far better. The literature of exalted emotion should not be put before the minds of immature children. More of nature, more of manual training, more of natural life, more of work adapted to the child's environment might well replace some of the old and not a little of the new that is found in the present course of study.

In other lines of business there is constant striving for better plant and better equipment, new and more expensive machinery is continually replacing the older and cheaper. Type for the daily newspaper is no longer set by hand, but by the ingenious Mergenthaler. The electric train is fast supplanting the steam car. We need more substantial and properly furnished school buildings, more beautiful and inviting school rooms, more ample and improved school grounds, more attention to physical education. Within the schoolroom should be the most approved apparatus, books, maps, charts, and a few of the choicest pictures. These will cost money, but in the business world the most expensive equipment

is usually found to be the cheapest. It turns out the best articles in the largest quantities.

But the most important of all school needs is good teachers; this also is most expensive, for real teaching ability is scarce and preparation for the work is long and exacting. In the sharp competition of the business world for talent, teaching can expect to secure the best only by offering satisfactory inducements—social standing, long tenure of position, financial remuneration. For the service expected, teachers are the most poorly paid of all public servants. Policemen and letter carriers are better paid and have permanency of employment. Many teachers in our country schools are receiving less than $60 per month for but eight months in the year, while the average for the entire State, male and female, is only $76; the average wages of principals in primary and grammar schools are, men, $94, women, $77. These figures are averages for the term, average length of which is less than eight months. For the twelve months, average salaries are from $40 to $65 per month. What inducement is there for a boy to continue through high school and normal school or university, to the teaching profession, when less than a grammar grade education is sufficient to make him a carpenter at $4 per day, a brick-layer or plasterer at $6 to $8 per day? What inducement for the certificated teacher to continue in the profession when other vocations are offering decidedly greater remuneration? Within the past five years the cost of living has increased from 15 to 40 per cent and all wages have gone up in proportion, except the wages of teachers. For forty years the State School fund tax has been but $7 per census child, and for the last ten years the minimum in the counties has been but $6 annually per census child for public schools. From these two sources, the State and county funds, come nearly all the school revenues from which teachers are paid. Thus we see why the best talent of the rising generation is not seeking teaching as a profession, why there are almost no young men in our normal schools, why the young men at our universities are preparing for law, medicine, engineering, or anything except the teacher's vocation; why young women are going into offices and business houses, also why certificated teachers are leaving the ranks for other employment; why California, as well as many other States, is today threatened with a famine of competent teachers. In answer to an inquiry just sent out by me to County and City Superintendents the fact is elicited that forty school districts in various parts of the State were unable for want of teachers to open at the usual time this year, and that weak and superannuated teachers were often the only choice. Everywhere, except about the populous and attractive centers, teachers are becoming scarce. Our five State Normal School Presidents report that every one of their recent graduates readily found a sit-

uation, and that there were many demands upon them for teachers which they could not supply.

Two years ago, by legislative enactment, we raised the standard for certification of teachers, of which we may justly be proud, but there has been no raise in the annual appropriation for primary and grammar schools. We cannot expect a higher grade of service for the same pay. It now requires longer and more thorough preparation for the profession, and this necessitates greater compensation, more attractive salaries, or we must expect a lower grade of talent preparing for the work. The State needs the very best talent in the schoolroom, because here is served the apprenticeship for all other vocations of life.

We of California have long prided ourselves on our liberal appropriations for public education. Turning to statistics, however, we see that several States outrank us in this respect. More per pupil, more per capita, is paid by the States of Massachusetts, Colorado, and the district of Columbia, and a number of States are just about even with us in educational expenditures. Several large cities of the Union expend from $2.50 to $3.50 for schools for every dollar expended for police control. San Francisco invests but $1.45 in schools for every dollar expended for police. Give San Francisco more and better schools and she will need less police force. Give her more and better schools and she will increase the number of her ships and factories. I have spoken of education as a business enterprise, and the material returns to be expected from better teachers and improved school equipment; but it is obvious that the greatest advantage to the State will be in the nobler character of the men and women trained in the schools.

I am persuaded that it is my duty to ask the State Legislature at its next session to increase the State school tax rate from $7 to $10, and to raise the minimum in the counties from $6 to $8 per census child, and I shall count upon all friends of public education, all interested in the industrial development and growth of our State, to give their earnest support to the advancement of these measures. If judiciously invested we cannot invest too largely in public education. The appeal to local pride, to the school district alone, will not answer; nor can it be left entirely to the counties. This demand for more school money must be made upon the three happily blended sources of our school revenues: the state, the county and the district. Those who would leave out the State overlook the fact that public education is the State's business and that a State tax is the most equitable, for it affects all interests uniformly. I would suggest that while seeking these changes in State and county levies, it also be enacted that not only all of the State fund as now, but 75 per cent of the county fund, annually be devoted to the payment of teachers' salaries, and that the law be rigid in exacting that

school buildings and other school equipment be supplied by the community or local district. The spirit of the law now is that the school house, its furniture and repair, shall be met by local taxation, and that State and county funds be used only for maintenance, but this spirit is too often broken in practice.

Our country is now competing with the nations of the earth for commercial and industrial supremacy. The contest is for the markets of the world. We are gaining victories in every land. We sell locomotives to the railroads of England. We ship steel rails to Russia. We supply South America with agricultural implements. China and Japan are taking more and more of our manufactured products. We are shipping them vast quantities of flour. The crowded population of Europe is continually drawing upon our food supplies. We have in California unbounded natural resources; but farming, mining, lumbering, fruit growing, in their new and complex processes are continnally requiring more skilled labor, and our schools must supply the necessary training. The elaboration of raw material into manufactured articles requires technical skill, and for this we must look to the schools. If, therefore, we can so equip our schools with better appliances and with better teachers so as to turn out better trained minds, sounder bodies and more skillful hands, we shall thereby increase the products of field, forest, factory and mine.

For manufacturing we need raw materials, power and skilled labor. At the present time California is largely engaged in the production of raw materials: wool, hides, lumber, minerals, oils, grains, fruits, wood pulp, etc. Most of these for manufacture are sent elsewhere. Our great oil fields furnish the cheapest fuel in the world. Our mountain streams may not only irrigate large tracts of lands, but may generate electricity that can be transmitted to any part of the State. Thus is solved the question of power. With abundance of skilled labor California becomes one of the great manufacturing States, and San Francisco becomes the trade center for all countries watered by the Pacific.

It takes no poet's or prophet's eye to see in thirty years, stretching along this Western slope a thousand miles, "from sea girt coast to snow crowned eastern wall," the richest and most populous State of the Union.

THOMAS J. KIRK,
Superintendent of Public Instruction.

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

THE TEACHERS' READING COURSE

We have had for the past seven years a reading course in Napa county which grew out of the conviction that the best results of the institutes were not attained and could not be by our method of "touch and go," excellent as it is in its place, but that greater results might be derived from the week's conference if some subject or subjects of vital interest to the teachers might connect the annual institutes and at the same time bear directly or indirectly upon the work of the schools. As a means of stimulating and instructing there is nothing that can take the place of the county institute. Just what its permanent character should be is by no means determined; it is like other institutions, it must change as times and conditions demand. It probably should not be the same in detail for different parts of the state. In general the conditions are the same. This much at least is true: Wherever we may go, education is a process of nutrition. The mental organism, like the physical, must have its appropriate daily nourishment. The mind grows by what it feeds upon, and the quality of the food will determine to a great extent whether the thinking shall be profound and earnest or shallow and trivial. The teacher is pre-eminently a leader. Yet no one can stand as a leader whose calling is not supreme—who is not aware of its dignity and the means by which its ends are to be secured. If the teacher's calling is to be supreme, he must think upon it; he must live with it from day to day; he must read about it; he must attend conferences and take part in them, not grudgingly, but with the enthusiasm that every worker should show for the work that he has chosen. Each should willingly give his little for the good of the whole.

The public is alive to what the teaching force is doing, planning, and thinking. There is criticism, friendly, candid, and searching, all along the line, and by those whom we cannot ignore—scholars, men of affairs, statesmen, and philanthropists. The changes in our educational institutions have not kept pace with those of civilization. The conditions have changed our ideals without in any measure changing the means by which they are attained. Today we do not teach subjects, but boys and girls—an infinitely more difficult task. There is demanded as the result of the ten or twelve best years of life which are spent in the preparatory schools: not echoes, but originals; not consonants, but deep sounding vowels; not meaningless ciphers, but positive entities. There is a demand for better education as expressed in effective action; better education as expressed in character.

If this is our ideal, then work and study out of school hours on the part

of the teacher is a necessity. A teacher who is not a student of something has ceased to be a teacher in name; he cannot teach that which he himself is not. The teacher must keep his mind alert, active and growing. There is great help in the exchange of ideas; there is great help in checking one's practice by the theories of students. There is inspiration is knowing of the stupendous strides made along educational lines and in knowing that these have not kept space with those of civilization.

In this transition period, too high a value cannot be placed upon the personality of the teacher as an educative force. The personality should be the expression of all the excellencies that go to make up the best specimens of manhood and womanhood. The character should be an expression of inner nobility; it is ability plus two letters—stability—which depends upon a broad foundation of knowledge and experience. It is the well-balanced poise of all manly and womanly endowments. Knowledge and character are interdependent, and the personality, or character that is so desirable in the teacher is based upon knowledge and experience. To keep this poise, teachers must come into keen intellectual contact with other teachers and the outside world. While we are searching these problems that go deep into educational consciousness, we need the best character and culture at the teacher's desk—teachers who have a comprehensive grasp of the objects of study. We need the spirit which may be summed up thus: The true spirit of the teacher is open to suggestion and appreciative of advice. It is progressive, observant, ambitious, and self-respecting. It grows richer, stronger, mellower, more radiant, and stimulating as it gains in public esteem and gathers in the fruits of good works thru advancing years. It this is true, then the teacher must have a basis of culture that grows and expands with the coming years; a genuine love of learning; a love and admiration for the work; an interest in and sympathy with the children. He must have all this if in his hands burns brightly the torch that lights the pathway of knowledge. To my mind the teachers' reading course, whether individual, county or state, stands for all the difference between the progressive teacher and the one who stands still and grows fast to the earth. As teachers we must keep in mind that success is progress. However successful today may be, tomorrow, to be successful, must find us farther up the hillside. Then we may say—

"Not in vain the distance beacons,
Forward, forward, let us range;
Let the great world spin forever
Down the ringing grooves of change."

All this means work for the superintendent as well as for the teachers. It means that some of his friends will persist in wrapping him from head to foot in an ice-cold, wet blanket. It will mean that there are times when the superintendents made of the toughest fibre will feel the need of a word of encouragement that is continually withheld. We felt the work and the trials at the beginning of our experiment, but after the first three years not one of the teachers who entered into the work with the right spirit regretted for a moment the time spent. They saw their work from a higher viewpoint. The light of other minds shed a radiance over many a gnarled spot.

Perhaps more valuable than the knowledge that is gained from all this is the spiritual uplift which comes from the contact with great writers and seriously enthusiastic co-workers. The true spirit and greatness of our schools is to be found in the elevation and serious enthusiasm of the teachers.

A Teachers' Reading Course, where carried out, will exert a powerful influence for making the profession of teaching more justly and more highly respected and in improving the character of the schools. It cannot but make the life of the teacher, in general, fuller, happier, more effective; it will be the means of making clearer the purposes of the profession and the goals to be reached more definite. As a class teachers are not subjected to the fierce competition of other professions which tends to individualize their members. This competition has taught them that destiny is not about us, but within; ourselves must make ourselves.

Because of the difference in various parts of the state, it was thought best to outline a beginning for 1904–5, from which those interested in forming a Teachers' Reading Course might choose that course which is best suited to the conditions under which they are working. We are compelled to recognize that the conditions of city superintendency vary greatly, also, that of the counties; that county supervision cannot be that which exists in towns where teachers are gathered together within a short radius, for *together* is a great word in supervision.

Every man stamps his own value upon himself, and his estimate upon that with which he deals. In thus suggesting a few lines, and those not on a broad basis, I do not think I have placed a low estimate upon our state ideals. Results must come, if they come at all, thru the personal influence of the leaders. With our limitations we cannot hope to paint the whole heavens, but should content ourselves with doing today's work and leave tomorrow's work for tomorrow's strength, which should not be weakened by overdoing today. Even

"When earth's last pictures are painted
And the tubes are twisted and dried,"

the Great Master will probably content us then, even with only a "ten league canvas" upon which to paint the truth as each sees it.

All that has been outlined has been tried and found to work well. It is a beginning scheme. It is suggestive of lines upon which to work for one year. These should probably be added to as the work progresses. They should certainly be systematically carried out, expanded, and applied as the conditions and success demand. The ultimate object should be that the teachers shall do and apply.

After carrying on a reading course in the county for seven years and devoting one day of the annual institute to the discussion of the subject, during the past year we outlined three subjects and devoted a day to the discussion of each. The teachers were urged to read the general work as outlined for each of the subjects, and then to devote the time to the subject in which each was most interested. I should have felt fully repaid if half of the teachers had done half of the work. The results, not only in the amount of reading, but in the quality of work as shown by the papers and discussions, far exceeded my most sanguine expectations. If I had attempted this seven

years ago, I should have been utterly swamped. I should have deferred the day upon which any superintendent in our county could have carried out such a scheme. The small beginning had, little by little, unconsciously spread. Out of good had come good, while an injudicious amount of good would have worked harm. I feel sure that superintendents will be able to carry out in any county—provided he, himself, has faith in it—a limited course of reading that will bring good results as far as it goes, and the distance of going must to my mind, be determined by years, not by the mass of work outlined at the beginning.

The courses of work outlined are as follows:

I. Pedagogical.

(a) Ideals of Education—Alling-Aber: Experiment in education; Henderson: Education and the larger life.

(b) Historical development of education—Quick: Educational reformers; Rousseau: Emile; Pestalozzi: Leonard and Gertrude.

II. English.

(a) Methods of teaching—Arnold: Reading—how to teach it; McMurry: Special method in primary reading and oral work with stories; Chubb: The teaching of English in elementary and secondary schools.

(b) Cultural studies in character and citizenship as interpreted by J. R. Lowell.

Lowell: Essay on democracy; Essay on Lincoln; Poems—Ode recited at the Harvard Commemoration; Ode read at the hundredth anniversary of the fight at Concord bridge; The Present Crisis.

III. History.

History of the United States: California State Series; New grammar school history. Hart: American history as told by contemporaries (vol. iv).

MISS KATE AMES,

Superintendent of Schools of Napa County.

* * *

Dr. Albert Shaw, editor of the American Monthly *Review of Reviews*, delivered the first annual Barbara Weinstock Lecture on the Morals of Trade in Hearst Hall at eight o'clock on Thursday evening, February 4, 1904.

The Barbara Weinstock Lectureship on the Morals of Trade was created by Mr. Weinstock of Sacramento on May 14, 1902, with an endowment of $5000. The object of this annual lecture was stated by the founder as follows:

"I was prompted to make the endowment because in my business experience I have met many young men who have but one standard of success, and that was to make money, and who seemed to think that it was not possible to succeed in trade without more or less of a sacrifice of the ethical side of their natures. While this view of trade is not so universal today as it was thirty or forty years ago, it nevertheless widely prevails. The purpose of the lectureship is to do whatever can be done toward correcting such mistaken notions by educating the minds of men, more especially of young men who are preparing themselves for a commercial career, to the belief that success in business is more probable and more lasting if conducted upon a high ethical plane, and that true success lies in developing character rather than in heaping up gold."

Official Department

STATE BOARD OF EDUCATION

GEORGE C. PARDEE, *President of the Board*.....Governor, Sacramento
MORRIS ELMER DAILEY..... President State Normal School, San Jose
E. T. PIERCE..... President State Normal School, Los Angeles
C. C. VAN LIEW ..... President State Normal School, Chico
BENJAMIN IDE WHEELER.....President University of California, Berkeley
ELMER E. BROWN ..Prof. of Theory and Practice of Education, University of Cal.
SAMUEL T. BLACK .....President State Normal School, San Diego
FREDERIC BURK..... .....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.. Superintendent Public Instruction, Sacramento

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STATE BOARD OF EDUCATION.

At the meeting of the State Board of Education, held at the State Capitol on January 29th, the following members were present: M. E. Dailey, S. T. Black, C. C. Van Liew, F. Burk, Dr. E. E. Brown, E. T. Pierce and Thomas J. Kirk. In the absence of the Governor, S. T. Black was selected to act as Chairman pro tem.

Special High School Credentials Granted.

Mr. Steve M. Abbott, San Jose; Mr. Frank Yale Adams, San Jose; Miss Gertrude Anthony, Palto Alto; Miss Margaret Graham Borthwick, Ontario; Mr. John Winford Byers, San Rafael; Miss Myrtle Collins, Pomona; Mr. James Harrison Dysinger, Los Angeles; Miss Helen Annette Fifield, Oakland; Mr. James Z. Gilbert, Los Angeles; Mr. Aaron George Grant, Fortuna; Mr. Hiram S. Hampton, College Park; Mrs. R. L. H. Hilliker, Los Angeles; Mr. Herbert Kittredge, Arcata; Miss Maria Reed McColloch, Fullerton; Mr. Willian D. Rorer, Oakland; Mr. Pete Wykoff Ross, Los Angeles; Miss Ellen F. Thompson, Pasadena; Miss Katharine E. Vale, San Jose; Mr. Charles A. Wheat, Alhambra.

The following non-residents have been informed that they will receive the Special High School Credentials when they become residents of California:

Mr. Wesley Clarence Crandall, Ogden, Utah; Miss Lucy A. DuBois, Brookings, S. Dak.; Mr. Harry James Hockenberry, La Grande, Oregon; Mr. Fredus Nelson Peters, Kansas City, Mo.

Professional Ethics.

A declaration of the State Council of Education and the State Teachers' Association with reference to unprofessional conduct having been laid before the Board, to-wit, the following:

FIRST—It shall constitute unprofessional conduct for any one holding a teachers' certificate to submit any argument or plea in obtaining or retaining a position, other than those constituting evidences of professional competency; or knowingly to permit any other person, in behalf of the applicant, to do that which is defined above as unprofessional conduct on the part of the applicant.

SECOND—It shall constitute unprofessional conduct for any one holding a teachers' certificate to seek a position which is not either legally vacant, or definitely known to become vacant at a specified time, unless requested to do so by the properly constituted authority;

It was resolved that it is the sense of the State Board that the spirit of this declaration calls for unqualified approval, and the same was recommended to the favorable consideration of all professional and administrative educational bodies concerned.

* * *

Commissioner of Education.

Professor E. P. Cubberley of Stanford University was designated Commissioner of the Department of Education to investigate European schools.

* * *

Judge W. C. Van Fleet appeared before the board as the attorney of Mrs. Helen May Stadtfeld of Vacaville and requested that a High School life diploma be granted her. It appears that Mrs. Stadtfeld in 1894 made an application to the County Board of Education of Solano County for a recommendation for a life diploma from the State Board, but through some mistake the grade desired was not mentioned, and she received a grammar school certificate.

The subject of proceedure to be followed in this case gave rise to considerable discussion, and it was finally agreed that the Secretary of the Board should forward copies of all the documents in the case to the County Board of Solano County and allow them to investigate the affair.

* * *

Institutions Accredited.

Under the head of committee reports, the following additional institutions of learning were accredited:

Boston Normal School, Boston, Mass.; Provincial Normal

Schools, London and New Brunswick, Canada; Normal Diploma of the University of Utah and Life Diplomas of Iowa and Kansas; Chicago Kindergarten Institute, 30 Scott street, Chicago; The Indiana Kindergarten and Primary Normal Training School, Alabama and Twenty-third streets, Indianapolis; Chicago Free Kindergarten Association, 611 Handel Hall, 40 Randolph street Chicago; Kindergarten Deparement of Teachers' College, Columbia University, New York; The Oberlin Kindergarten Training Association, 190 Elm street, Oberlin, Ohio; Utica Kindergarten Training School Department of Public Schools, Utica, New York.

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Diplomas Granted.

The following educational diplomas and documents were granted by the board:

High School Diplomas—Eugene Henry Baker, Nevada; Mary Bird Clayes, Alameda; Helena W. Curtis, Alameda; Willis A. Dunn, Los Angeles; Lucile Eaves, San Diego; Mildred C. Forsythe, San Diego; J. M. Horton, Humboldt; George R. Kleeberger, Tulare; Herman Kraemer, Fresno; T. A. Lewis, Fresno; Mary G. Maxwell, Napa; E. L. Mitchell, Los Angeles; A. C. Olney, Fresno; John Overholser, Lake; Carlton M. Ritter, San Joaquin; Walter A. Stafford, Santa Barbara; Lewis R. Tarr, San Diego; Rae G. Van Cleve, Los Angeles; Lucy Helene Hamilton Waters, Alameda; Roy Jackson Young, Alameda.

University documents—Glenn Loring Allen, Tehama; Annie Florence Brown, Alameda; Adrienne Cerf, Glenn; Emma Fielding Daniel, San Diego; Grace Esther Dibble, Alameda; Grace Belle Edson, Santa Barbara; Elizabeth E. Ledgett, Alameda; Elizabeth D. McMillan, Alameda; A. E. Monteith, Santa Barbara; Maude Harriet Powell, Alameda; May Louise Sellander, Alameda; Eugenie Louise Shaw, Yolo.

Normal documents—Arthur M. Abbott, Los Angeles: Isabel Bethune, Los Angeles; Ada L. Bistorious, San Jose; George Boehncke, Los Angeles; Maude M. Brown, Los Angeles; May Buchanan, San Jose; Mary A. Cain, Chico; Blanche Campbell, San Jose; Mary Jonna Carroll, San Jose; Mable C. Daugherty, Chico; Eliza M. Drury, San Jose; Alberta M. Ecker, San Jose; Cora B. Fry, San Jose, Elsie Gregg, San Diego; Mary T. Griffith, San Jose; Elma E. Goin, San Jose; Katherine Green, San Diego; Edith Gustin, Chico; Dorothy M. Holmes, Los Angeles; Keysey Hunter, Los Angeles; O. Mae Huston, San Jose; Winifred Kane, San Jose; Isabelle Gertrude Mansfield, Chico; Edgar Hume Marbut, Chico; Eudora Barnees Marcen, San Jose; Mary T. McGinnis, San Jose; Charles C. Meyer, Los Angeles; Ida A. Nohrden, San Jose; Alice Marie Page, San Jose; Annie Pennycook, San Jose; Lulu M. Phillips, Los Angeles; O. H. Rosener, Chico; Harriet D. Rogers, San Francisco; Maud E. Spedden, San Jose; Effie Steinart, Los Angeles; Carlie L. Wagner, San Jose; Minnie Todd Willis, San Diego.

Grammar School Diplomas—Alice A. Allen, Siskiyou; Cora E. Atwood, Placer; Mrs. Blanche Allen, Los Angeles; Reta B. Baldwin, San Joaquin; Violette Barker, Santa Barbara; A. E. Balch, Fresno; Lizzie E. Batchelder, Los Angeles; Laura L. Bennett, Santa Clara; Gertrude A. Benjamin, Alameda; Mrs. Lucy F. S. Best, Riverside; Annie E. Black, Mariposa; Lillian E. Braman, Sonoma; Luella M. Bullis, Los Angeles; Annie M. Ford Bullock, Alameda; Florence Streeter Bullard, Fresno; Elizabeth Celeste Bunker, Placer; Ida Burnell, Humboldt; Mary Fahy Burke, Marin; Josephine

Casaccia, Mariposa; Kate Casaccia, Mariposa; Agnes Cataneo, Tulare; Naomi A. Canon, Sacramento; Blanche Campbell, Santa Clara; Mrs. Anna E. Cherry, Fresno; B. L. Cleland, Mendocino; Jennie L. Coffman, Sonoma; La Verne Coggeshall, Fresno; Emma Bedesen Conley, Merced; Mrs. Jessie B. Congdon, Calaveras; J. Hal Cope, Alameda; Lily Augusta Craighan, Mariposa; Margaret Croop, Merced; Louise Camins, San Mateo; Kate L. Daly, San Benito; Elizabeth Delenhanty, Solano; Elsie L. Dickson, Humboldt; Ruth Dickson, Fresno; Lucile E. Dickson, Los Angeles; Katie Donahue, Santa Barbara; Sara Walter Douglas, Alameda; Hannah L. Ducray, Shasta; Mary T. Dunn, Alameda; Mrs. Leah Rickett Eckert, Sonoma; George A. Edgar, Alameda; Eva Dell Edwards, Los Angeles; Elizabeth Elliot, Alameda; Mrs. Daisy L. Eversoll, Fresno; Almeda A. Fairfield, Santa Clara; C. W. Fisher, Fresno; Harriet Fraser, San Joaquin; Kate E. Fry, Butte; Roberta C. Fulghum, Humboldt; Sarah L. Gallagher, Calaveras; Camilla Josephine Giamboni, Alameda; Sadie E. Gibson, Mendocino; Teresa Goodman, San Luis Obispo; Kate A. Goodrich, San Luis Obispo; Gertrude Dorothy Graham, Humboldt; Isabell Gray, Fresno; M. E. Grippen, Los Angeles; Eda Grunig, Fresno; Minnie Grunig, Fresno; Tillie Freda Grunig, Fresno; Rossina Hansen, Humboldt; Birdena Haun, Plumas; Lily M. Hatch, Yolo; Marietta S. Higgins, Alameda; Hattie B. Hopkins, Fresno; Mary Ellen Hubbard, San Luis Obispo; Manelle Hunsaker, Tulare; Isabel L. Hunt, Alameda; Grace S. Hurwood, Alameda; Roselle M. Inglis, Sacramento; Annie E. Jenkin, Santa Clara; Bessie M. Johnstone, Alameda; Minnie A. Kellogg, Los Angeles; Lottie Kelting, Lake; Lucy Randall Kucx, Napa; Ellen F. Lang, Los Angeles; Leona Lantz, Butte; Jean R. Lee, Santa Clara; Fred H. Leutzinger, El Dorado; Lucy Ardennes Libby, Los Angeles; Minnie E. Lindsay, Humboldt; Florence M. Lowry, Amador; R. C. MacDonald, San Benito; Mrs. Laura L. MacKinzie, San Luis Obispo; Mattie Haun McIntosh, Plumas; Henry M. Marvel, Humboldt; John Wellington Marbut, Santa Barbara; James McMurphy, Mendocino; Dora L. McNeill, Mendocino; Nellie McSweeney, Humboldt; Agnes B. Meek, Sonoma; Margaret Meader, Los Angeles; Mrs. Bertha E. Foss Miller, Siskiyou; Lillian M. Miller, Napa; Bertie Moon, Tehama; Martha F. Morris, Santa Barbara.

Muasette R. Morris, Solano; Isabella Frances Morison, Alameda; Nettie E. B. Morrow, Amador; Mamie E. Mulligan, Placer; Maude Irene Murchie, Nevada; Kate M. Myers, Plumas; Annie Nellis,, Humboldt; Elbert E. Newell, Santa Clara; Mollie E. Norton, Placer; Mary E. O'Flaherty, Fresno; Mrs. Annette M. Osgood, Lake; Mrs. Elsie Clark Peck, Fresno; Mrs. Celia McMahon Price, Fresno; Agnes F. Petit, Alameda; Augustus D. Phares, Humboldt; Teresa M. Phillips, Siskiyou; Mattie J. Pomfret, Santa Barbara; Dorothy Powell, San Joaquin; William Thomas Rhea, Stanislaus; Margaret Schillings, Amador; Fannie Hite Scott, Napa; Peebles Shoaff, Santa Clara; M. Pearle Sooy, Nevada; Edith Sprague, Alameda; Anah Frederica Starkey, Tulare; O. F. Staton, Sonoma; Hugh B. Stewart, Humboldt; F. A. Stiles, Fresno; S. W. Shafer, Sierra; Gertrude Thompson, Humboldt; Nellie M. Timmons, Siskiyou; Clare M. Tinney, El Dorado; Edward Van Vranken, San Joaquin; M. Edna Walker, Los Angeles; Sybil Walker, Humboldt; Mabel Wallace, Fresno; Minnie J. Weber, Butte; Emma Weed, Butte; Mrs. Georgia A. Wiard, San Diego; Mary M. Whyte, Stanislaus; Hermine V. Wiebcke, Montery; Bessie Calderwood Wright, Sonoma; Myrtle M. Young, Humboldt.

Special life diplomas—Grace E. Everett, Nevada.

Drawing—Lizzie E. Batchelder, Los Angeles.

Duplicate life diploma (grammar grade)—Mrs. L. Carus Faubel, Butte (original grantetd February 3, 1893).

Bulletin No. 31.

RELATING TO SCHOOL TEXT-BOOKS.

STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION.

TO COUNTY, CITY, AND CITY AND COUNTY BOARDS OF EDUCATION OF THE STATE OF CALIFORNIA, AND TO DEALERS IN STATE SCHOOL TEXT-BOOKS:

The following statement is made of the work of the State Text-Book Committee, approved by the State Board of Education, in the matter of State school text-books, and of the adoption of books to supplement the same, that the school authorities of the State and the dealers in school text-books may be fully informed as to the progress of this work.

The State Text-Book Committee, in pursuance of law, with the approval of the State Board of Education, has adopted matter for State school text-books, and has designated books to supplement the same, as follows:

BOOKS TO SUPPLEMENT THE NEW GRAMMAR SCHOOL U. S. HISTORY.

Fiske's History of the United States, Thomas's History of the United States, Montgomery's Leading Facts in American History, Eggleston's History of the United States and Its People, Mowry's History of the United States and Its People.

ELEMENTARY HISTORY.

The matter contained in Thomas' Elementary History of the United States as the basis of a State text for a Primary History of the United States, and books to supplement the same, as follows:

McMaster's Primary History of the United States, Channing's First Lessons in United States History, Barnes's Elementary History of the United States, Eggleston's First Book in American History, Montgomery's Beginners' American History, Mowry's First Steps in the History of Our Country, Our Country's Story, by Tappan; Blaisdel & Ball's Hero Stories from American History, Pacific History Stories, by Harr Wagner; Stories of California, by Ella M. Sexton; Tales of Discovery on the Pacific Coast, by Margaret Graham Hood; The Spanish in the Southwest, by Rose V. Winterburn.

ELEMENTARY GEOGRAPHY.

The matter contained in Tarr & McMurry's Introductory or Home Geography as the basis of a State text for an Elementary Geography, and books to supplement the same, as follows:

The Natural Elementary Geography, Frye's Elements of Geography, Morton's Elementary Geography, Roddy's Elementary Geography, King's Elementary Geography, Uncle Robert's Geography, Stories of Our Mother Earth, by Fairbanks; How We Are Fed, by James F. Chamberlain.

ADVANCED GEOGRAPHY.

The matter contained in Redway & Hinman's Natural Advanced Geography as the basis for a State text in Advanced Geography, and books to supplement the same, as follows:

Tarr & McMurry's Geographies, Second and Third Books of the Three-Book Series, and the supplementary volume, California, by H. W. Fairbanks; Frye's Grammar School Geography, Morton's Advanced Geography, Roddy's Complete Geography, New Pacific Geography, by Harr Wagner; Olin's Commercial Geography.

In accordance with the above-mentioned adoptions contracts have been entered into with Messrs. D. C. Heath & Co., publishers of Thomas's Elementary History of the United States; The Macmillan Company, publishers of the Introductory or Home Geography; The American Book Company, publishers of the Natural Advanced Geography. It is hoped to have the new text-books in these subjects ready to offer to the schools by the opening of next school year.

School boards should note, however, that it is not lawful for them to designate either Thomas's Elementary History, the Introductory or Home Geography, or the Natural Advanced Geography as the REGULAR TEXTS to be used in these subjects, nor will it be legal for them to require pupils to purchase such books. The State series of school text-books in these subjects are the only texts that can legally, be used or required to be purchased by parents or pupils. Supplementary books are purchasable with school library funds.

It is hoped that one or more new books to cover the subject of Arithmetic will be ready by September 1, 1904. The State Printing Office is now entirely out of the advanced Arithmetic, but, for the present, at least, no more will be printed.

In reference to the adoption of supplementary books, the State Board of Education, at its meeting held on January 29, 1904, made the following statement:

Under the provisions of Section 1874, Sub. 1, of the Political Code, relating to books for supplementary use, it is the policy of the State Board of Education to approve a list of supplementary books in any given subject as soon as possible after the text-book in that subject shall have been compiled; and to include in such list all good books, both text-books and more general works, which may ordinarily be available for such use.

Additions will be made to supplemental book lists from time to time.

STATE HIGH SCHOOL

OFFICE OF
SUPERINTENDENT OF PUBLIC INSTRUCTION,
STATE OF CALIFORNIA.

SACRAMENTO, CAL., January 8, 1904.

To the State Controller, Certain County Treasurers, County School Superintendents, and Trustees of Regularly Established High Schools:—

GENTLEMEN: Having received from the State Controller the following communication relating to the amount of money in the hands of the State Treasurer now available for the support of High Schools that meet the requirements of an Act of the Legislature approved March 2, 1903, entitled "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution":

Controller's Department, State of California.
Sacramento, January 4, 1904.

HON. THOMAS J. KIRK,
Superintendent of Public Instruction, Sacramento:

DEAR SIR: Under and in compliance with the provisions of an Act of the Legislature approved March 2, 1903 (Statutes of 1903, page 64): "An Act creating a fund for the benefit and support of High Schools, and providing for its distribution," there has been raised from taxes on property, and there is now in the State Treasury subject to apportionment in accordance with such Act, the sum of one hundred sixty-four thousand ninety-three and thirty-eight one hundredths dollars ($164,093.38).

Very truly yours,
E. P. COLGAN, Controller.

I have, in pursuance of the terms and conditions of said Act, apportioned said money to High Schools in different counties of the State as follows:

County	Name of School.	Aver'ge Daily Attendance	Apportionment on ⅓ Basis.	Apportionment on Attendance.	Total Apportionment.
ALAMEDA	Alameda	325	$382 50	$2,564 25	$2,946 75
	Berkeley	508	382 50	4,008 12	4,390 62
	Oakland	836	382 50	6,596 04	6,978 54
	Oakland Polytechnic	263	382 50	2,075 07	2,457 57
	Union No. 1	44	382 50	347 16	729 66
	Union No. 2	56	382 50	441 84	824 34
	Union No. 3	64	382 50	504 96	887 46
	Total	.....	.....	.....	$19,214 94
BUTTE	Chico	46	$382 50	$362 94	$745 44
	Gridley	14	382 50	110 46	492 96
	Oroville	48	382 50	378 72	761 22
	Total	.....	.....	.....	$1,999 62

County	Name of School.	Averge Daily Attendance	Apportionment on ⅓ Basis	Apportionment on Attendance.	Total Apportionment.
COLUSA	Colusa	47	$382 50	$370 83	$753 33
	Pierce Joint Union	36	382 50	284 04	666 54
	Total				$1,419 87
CONTRA COSTA	Alhambra Union	29	$382 50	$228 81	$611 31
	Mount Diablo Union	45	382 50	355 05	737 55
	John Swett Union	29	382 50	228 81	611 31
	Liberty Union	22	382 50	173 58	556 08
	Total				$2,516 25
DEL NORTE	Del Norte County	21	$382 50	$165 69	$548 19
	Total				$548 19
FRESNO	Alta Joint	18	$382 50	$142 02	$524 52
	Clovis Union	26	382 50	205 14	587 64
	Fowler Union	37	382 50	291 93	674 43
	Fresno	266	382 50	2,098 74	2,481 24
	Sanger Union	42	382 50	331 38	713 88
	Selma Union	89	382 50	702 21	1,084 71
	Washington Union	53	382 50	418 17	800 67
	Total				$6,867 09
GLENN	Glenn County	29	$382 50	$228 81	$611 31
	Orland Joint Union	17	382 50	134 13	516 63
	Total				$1,127 94
HUMBOLDT	Arcata Union	30	$382 50	$236 70	$619 20
	Eureka	90	382 50	710 10	1,092 60
	Total				$1,711 80
INYO	Bishop	23	$382 50	$181 47	$563 97
	Total				$563 97
KERN	Kern County	148	$382 50	$1,167 72	$1,550 22
	Total				$1,550 22
KINGS	Hanford Union	114	$382 50	$889 46	$1,281 96
	Lemoore	20	382 50	157 80	450 30
	Total				$1,822 26
LAKE	Clear Lake Union	47	$382 50	$370 83	$753 33
	Total				$753 33

County.	Name of School.	Averge Daily Attendance.	Apportionment on ⅓ Basis,	Apportionment on Attendance	Total Apportionment.
LOS ANGELES	Alhambra	29	$382 50	$228 81	$611 31
	Citrus Union	34	382 50	268 26	650 76
	Compton Union	56	382 50	441 84	824 34
	Covina	32	382 50	252 48	634 98
	El Monte Union	20	382 50	157 80	540 30
	Glendale Union	34	382 50	268 26	650 76
	Long Beach	59	382 50	465 51	848 01
	Los Angeles	560	382 50	4,418 40	4,800 90
	Los Angeles (Commer'l)	105	382 50	828 45	1,210 95
	Los Nietos Valley Union	50	382 50	394 50	777 00
	Monrovia	29	382 50	228 81	611 31
	Pasadena City	288	382 50	2,272 32	2,654 82
	Pomona City	110	382 50	867 90	1,250 40
	San Fernando Union	25	382 50	197 25	579 75
	Santa Monica City	34	382 50	268 26	650 76
	Whittier	44	382 50	347 16	729 66
	Total				$18,026 01
MADERA	Madera	39	$382 50	$307 71	$690 21
	Total				$690 21
MARIN	San Rafael	70	$382 50	$552 30	$934 80
	Total				$934 80
MENDOCINO	Fort Bragg Union	27	$382 50	$213 03	$595 53
	Mendocino	44	382 50	347 16	729 66
	Ukiah	80	382 50	631 20	1,013 70
	Total				$2,338 89
MERCED	Merced	86	$382 50	$678 54	$1,061 04
	West Side Union	25	382 50	197 25	579 75
	Total				$1,640 79
MONTEREY	Pacific Grove	47	$382 50	$370 83	$753 33
	Salinas	106	382 50	836 34	1,218 84
	Total				$1,972 17
NAPA	Napa	75	$382 50	$591 75	$974 25
	St Helena Union	35	382 50	276 15	658 65
	Total				$1,632 90
NEVADA	Grass Valley	63	$382 50	$497 07	$879 57
	Meadow Lake Union	31	382 50	244 59	627 09
	Nevada City	71	382 50	560 19	942 69
	Total				$2,449 35

County.	Name of School.	Averge Daily Attendance.	Apportionment on ⅓ Basis.	Apportionment on Attendance.	Total Apportionment
ORANGE	Anaheim	62	$382 50	$489 18	$871 68
	Fullerton Union	61	382 50	481 29	863 79
	Santa Ana City	275	382 50	2,169 75	2,552 25
	Total				$4,287 72
PLACER	Placer County	68	$382 50	$536 52	$919 02
	Total				$919 02
RIVERSIDE	Banning	27	$382 50	$213 03	$595 53
	Corona	34	382 50	268 26	650 76
	Elsinore	13	382 50	102 57	485 07
	Hemet Union	26	382 50	205 14	587 64
	Perris Union	14	382 50	110 46	492 96
	Riverside	252	382 50	1,988 28	2,370 78
	San Jacinto	20	382 50	157 80	450 30
	Total				$5,723 04
SACRAMENTO	Elk Grove	22	$382 50	$173 58	$556 08
	Sacramento	303	382 50	2,390 67	2,773 17
	Total				$3,329 25
SAN BENITO	Hollister	41	$382 50	$323 49	$705 99
	Total				$705 99
SAN BERNARDINO.	Chino	10	$382 50	$78 90	$461 40
	Colton	36	382 50	284 04	666 54
	Needles (first year)	9	382 50	71 01	453 51
	Ontario	88	382 50	694 32	1,076 82
	Redlands	220	382 50	1,735 80	2,118 30
	San Bernardino	172	382 50	1,357 08	1,739 58
	Total				$6,516 15
SAN DIEGO	Cuyamaca	14	$382 50	$110 46	$492 96
	El Cajon Valley	20	382 50	157 80	540 30
	Escondido	74	382 50	583 86	966 36
	Fallbrook	27	382 50	213 03	595 53
	National City	26	382 50	205 14	587 64
	Ramona	12	382 50	94 68	477 18
	San Diego	300	382 50	2,367 00	2,749 50
	Total				$6,409 47
SAN FRANCISCO	Girls	527	$382 50	$4,158 03	$4,540 53
	Humboldt	509	382 50	4,016 01	4,398 51
	Lowell	604	382 50	4,765 56	5,148 06
	Mission	279	382 50	2,201 31	2,583 81
	Polytechnic	239	382 50	1,885 71	2,268 21
	Total				$18,939 12

County	Name of School.	Average Daily Attendance.	Apportionment on ⅛ Basis.	Apportionment on Attendance	Total Apportionment.
SAN JOAQUIN	Lodi	60	$382 50	$473 40	$855 90
	Stockton	253	382 50	1,996 17	2,378 67
	Total				$3,234 57
SAN LUIS OBISPO	Arroyo Grande	20	$382 50	$157 80	$540 30
	Paso Robles	54	382 50	426 06	808 56
	San Luis Obispo	54	382 50	426 06	808 56
	Total				$2,157 42
SAN MATEO	San Mateo Union	24	$382 50	$189 36	$571 86
	Sequoia Union	87	382 50	686 43	1,068 93
	Total				$1,640 79
STA BARBARA	Lompoc	51	$382 50	$402 39	$784 89
	Santa Barbara	153	382 50	1,207 17	1,589 67
	Santa Maria	71	382 50	560 19	942 69
	Santa Ynez Valley	14	382 50	110 46	492 96
	Total				$3,810 21
SANTA CLARA	Campbell	45	$382 50	$355 05	$737 55
	Gilroy	54	382 50	426 06	808 56
	Los Gatos	58	382 50	457 62	840 12
	Mountain View	22	382 50	173 58	556 08
	Palo Alto	101	382 50	796 89	1,179 39
	San Jose	482	382 50	3,802 98	4,185 48
	Santa Clara	117	382 50	923 13	1,305 63
	Total				$9,612 81
SANTA CRUZ	Santa Cruz	138	$382 50	$1,088 82	$1,471 32
	Watsonville	90	382 50	710 10	1,092 60
	Total				$2,563 92
SHASTA	Shasta County	85	$382 50	$670 65	$1,053 15
	Total				$1,053 15
SISKIYOU	Etna Union	31	$382 50	$244 59	$672 09
	Siskiyou County	51	382 50	402 39	784 89
	Total				$1,411 98
SOLANO	Armijo Union	46	$382 50	$362 94	$745 44
	Benicia	37	382 50	291 93	674 43
	Dixon Union	29	382 50	228 81	611 31
	Vacaville	86	382 50	678 54	1,061 04
	Vallejo	59	382 50	465 51	848 01
	Total				$3,940 23

County.	Name of School.	Averge Daily Attendance.	Apportionment on ⅓ Basis.	Apportionment on Attendance.	Total Apportionment.
SONOMA	Cloverdale	11	$382 50	$86 79	$469 29
	Healdsburg	63	382 50	497 07	879 57
	Petaluma	72	382 50	568 08	950 58
	Santa Rosa	136	382 50	1,073 04	1,455 54
	Sonoma Valley	34	382 50	268 26	650 76
	Total				$4,405 74
STANISLAUS	Modesto	62	$382 50	$489 18	$871 68
	Oakdale	37	382 50	291 93	674 43
	Total				$1,546 11
SUTTER	Sutter City	30	$382 50	$236 70	$619 20
	Total				$619 20
TEHAMA	Red Bluff	71	$382 50	$560 19	$942 69
	Total				$942 69
TULARE	Dinuba	28	$382 50	$220 92	$603 42
	Porterville	64	382 50	504 96	887 46
	Tulare	122	382 50	962 58	1,345 08
	Visalia	130	382 50	1,025 70	1,408 20
	Total				$4,244 16
VENTURA	Oxnard	33	$382 50	$260 37	$642 87
	Santa Paula	82	382 50	646 98	1,029 48
	Ventura	133	382 50	1,049 37	1,431 87
	Total				$3,104 22
YOLO	Esparto	11	$382 50	$86 79	$469 29
	Winters Joint	17	382 50	134 13	516 63
	Woodland	75	382 50	591 75	974 25
	Total				$1,960 17
YUBA	Marysville	103	$382 50	$812 67	$1,195 17
	Total				$1,195 17

Total number of High Schools qualified to participate in this fund, as reported June 30,1903 143
Total average daily attendance in these High Schools 13,860
Rate per school on the one-third basis $382 50
Rate per child on average daily attendance $7 89
Amount apportioned on one-third basis $54,697 50
Amount apportioned on average daily attendance $109,355 40
Amount remaining unapportioned $40 48

This apportionment is estimated to be about two-thirds of the amount for the now current school year. The remainder may be expected about the 10th of July next.

THOMAS J. KIRK,
Superintendent of Public Instruction.

Western School News

Redlands has introduced the "Batavia System" in the schools.

The N. E. A. will be held in St. Louis, June 28 to July 1, 1904.

McMurry's "General Method" has been adopted in Solano County for teachers' reading.

The Tulare county teachers' institute will be held at Porterville, February 23, 24, 25 and 26.

The new High School building of Martinez has been completed. It is one of the attractive features of the town.

Robert H. Furlong, who has the educational exhibit for the St. Louis Fair in charge, is doing energetic work.

The board of trustees of San Mateo has joined the progressive majority and raised salaries of a number of the teachers.

The board of trustees of Petaluma has increased the salary of primary and grammar grade teachers five dollars per month.

Teachers will find "Sunset," published by the Southern Pacific Railroad Company, C. S. Aitken, editor, of great value as an aid in teaching local geography.

We will pay twenty-five cents each for copies of February, 1902, of WESTERN JOURNAL OF EDUCATION. Send copies to Harr Wagner, 723 Market street, San Francisco.

C. L. Biendenbach, president of the C. T. A , is in correspondance with Jacob Riis in reference to securing him as the principal speaker at the 1904 meeting of the Association at San Jose.

The laying of the corner stone of the new buildings of the Wilmerding school took place February 8, 1904. Dr. Elmer E. Brown and President Benjamin Ide Wheeler of the University of California made the principal addresses. E. J. Taussig presided.

W. W. Stone, principal of the James Lick Grammar School, has sent out circulars on the celebration of Lincoln's birthday. Mr. Stone has, as president of the Lincoln Monument League, done a great work in promoting a knowledge of Lincoln and his virtues among the school children of California.

One hundred to two hundred dollars per month and upwards can be earned by the right person, woman or man, in each plaee. Honorable, pleasant, easy home work. Would be fine for teacher. Small investment desirable. Address, enclosing ten cents, P. O. Box 49, Berkeley, Cal.

Herbert Bashford, the poet and publicist, gave a talk to the normal students at San Jose on the "Interpretation of Poetry Used in the Public Schools" recently, and greatly delighted the audience. John G. Jury, a graduate of the Normal, a successful lawyer and author of "Omar and FitzGerald," gave an interesting talk on "Dreams and Realities," January 25th.

D. R. Augsburg, the author of Augsburg Drawing System, and the well known lecturer with chalk, has returned from his visit to the state of Wisconsin, where he captured the teachers by his talks on drawing before the State Teachers' Association. Mr. Augsburg will conduct a summer school of drawing in Oakland and in Chicago again this year.

Superintendent A. E. Shumate of San Jose has been elected a member of the Santa Clara County Board of Education.

Allen B. Martin, teacher of sciences in the San Jose High School, has been elected principal of the Santa Barbara High School.

Ben Weed has resigned as the head of the history department of the Oakland High School to accept a position with A. Schilling & Co. of San Francisco.

President Benjamin Ide Wheeler, Dr. Elmer Ellsworth Brown, Professor Gayley and Dr. Howison of the University of California will be representative speakers at St. Louis during the Exhibition.

Mr. F. B. Wootten, principal of the Lodi High School for the past seven years, has been elected as the successor of Mr. Downes with the Macmillan Company. Mr. Wootten's brother has been selected as the principal of the Lodi High School.

Superintendent James A. Foshay is planning a European trip. He hopes to interest a limited number of acquaintances and induce them to accompany him. The tour is to be planned by a reliable expert in such matters, and will include the St. Louis Fair and the principal Eastern cities.

The San Francisco Board of Education will hold a competitive examination for teachers June 15th. The examination will be written and oral. The written examination will be along professional lines. The growth of San Francisco requires the election of about sixty additional teachers per annum.

Agnes Stowell has been elected as professor of English in one of the principal seminaries of Massachusetts at a salary of $1,800 per year. Miss Stowell is a graduate of the University of California and has been a teacher in the State Normal School at Ellenburg, Wash.; San Francisco, and the high school at San Mateo.

Selden C. Smith has sent out over two thousand beautififul calendars devoted to promoting the interests of the National Summer School of Music. The sessions will be held in Miss West's school, 2014 Van Ness Avenue, July 4th to July 16th. The faculty will include Frederick Chapman of Boston, Mr. Crosby Adams of Chicago, Mrs. Sweezy of Berkeley, and others. Calendars may be secured by writing to Selden C. Smith, 325 Sansome street, San Francisco.

The Ventura County Institute was held at Ventura, Cal., December 14th to December 18th, 1903. The instructors were: Dr. Bernard Moses, Professor D. S. Snedden, Miss Agnes E. Howe, Major C. T. Meredith, Professor John Ward Stimson, Dr. Robert McIntyre, Miss Janette Atwood, Miss Emma Younglove, Dr. A. B. Morrison. The special topics discussed were: High School Section; The Commercial Course; the Continuity of Mathematics from Grammar School to University; Classical Education; Graded School Section; History, Arithmetic, Geography, Reading, Language, Rural Section; Number Work, Reading, Language, History, Geography.

The evening entertainments were: Monday—Social gathering at "Hotel Rose"; Tuesday evening—Lecture by Dr. Robert McIntyre of Los Angeles; Wednesday evening—Readings by Miss Janette Atwood; music by Euterpean Male; Quartette, both of Los Angeles; Wednesday evening—Lecture by Dr. Bernard Moses.

The special features of the institute were as follows: The work of Professor Snedden, Professor Stimson, Miss Howe, Major Meredith and Miss Atwood during the general sessions, and the lectures of the evening session; also a paper by Ignacio Rosario, a native Filipino student.

* * *

J. W. Graham, ex-superintendent of schools of Kings County, will visit tropical Mexico in the interests of the contract holders for acreage in rubber of the Playa Vicinte Plantation Company, about March 15th. The cultivation of rubber forest has proven to be safe, and at the same time to produce greater results than any legitimate investment ever made. One acre, costing $5 per month for sixty months, will bring in $50 per month for forty years. For further information address J. W. Graham, 723 Market Street, San Francisco.

The Western Journal of Education

March, 1904

SPECIAL NUMBER

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California Teachers' Association

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THE WESTERN JOURNAL OF EDUCATION

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State Text-Book Committee Adoptions

Geography is one of the most important subjects for which a complete set of new text-books has been selected in accordance with the new text-book law of California. The school people of the state have taken a remarkable interest in this matter during the last few months while the question of adopting text-books on this subject was pending before the State Text-Book Committee. The Committee, which consists of Governor Pardee, State Superintendent Kirk, and Professor Brown of the Univesity of California, made its report to the State Board of Education on the 29th of January. This report made public the names of the secret readers whom the new law authorized the committee to appoint to assist it in the selection of text-books on the subject of geography. The secret readers on geography were:—Professor George Davidson of the University of California, selected by President Wheeler of the University of California; Professor David S. Snedden of Stanford University, selected by President Jordan of Stanford University; Professor M. Adams of the Chico State Normal School, selected by President Van Liew of the Chico State Normal School; Professor Walter J. Kenyon of the San Francisco State Normal School, selected by President Burk of the San Francisco State Normal School; Professor F. E. Beal of the San Jose State Normal School, selected by President Dailey of the San Jose State Normal School; Professor W. F. Bliss of the San Diego State Normal School, selected by President Black of the San Diego State Normal School; Professor James F. Chamberlain of the Los Angeles State Normal School, selected by President Pierce of the Los Angeles State Normal School; Principal W. H. De Bell of the San Francisco City Schools, selected by Superintendent Langdon of San Francisco; Messrs. A. W. Plummer, W. B. French and H. H. L. Twining of the Los Angeles City Schools, selected by City Superintendent Foshay of Los Angeles; Superintendent E. M. Cox of Santa Rosa, selected by Minnie Coulter, Superintendent of Sonoma County Schools; Miss Helen Flanagan and Miss Martha Winter of the Corning City Schools, selected by Principal O. E. Graves of Corning; Hon. John Swett and Superintendent L. E. Armstrong, selected by the State Text-Book Committee. Each of these readers was appointed secretely, and made his report separately without even knowing the names of any of the other readers.

This committee of secret readers is certainly an unusually strong one, and under the circumstances, its decision, consisting of the sixteen separate decisions of its members, will prove of great value and interest to educators in all parts of the United States. Eleven of the sixteen readers, including both Universities and three of the five state normal schools, reported in favor of the Tarr and McMurry Geographies for both the elementary and advanced texts, a majority of the reports being in favor of the Three Book Series. The reports of the other five readers were divided among several books, no one book receiving more than three favorable reports. Thus eleven of the sixteen readers asked for the adoption of the Tarr and McMurry Geographies, and but three asked for the adoption of any other one book. Ample evidence indicates that fully 80 per cent of the teachers in the elementary schools of the state were strongly in favor of the adoption of the Tarr and McMurry Geographies for both the new elementary and advanced texts. This practically unanimous request by the secret readers and by the teachers of the state for the adoption of such progressive books as the Tarr and McMurry Geographies are, is the best kind of evidence that the elementary school system of California deserves the high rank which it holds among the school systems of the United States.

The Committee adopted the Home Geography of the Tarr and McMurry Series for the new elementary state text, but did not adopt the remainder of the series for the advanced text. It is understood that the cost of manufacturing these books by the state, due to the number of volumes and the amount of subject matter, placed the other books of the series beyond the reach of the committee, whatever its opinion in the matter may have been. But the Committee adopted books Two and Three of the Three Book Series for supplementary use and this places the entire Three Book Series within the reach of every school board and teacher and pupil in the state. The fact that books Two and Three can each be retailed to pupils anywhere in the state for eighty-five cents makes them still more available. Almost without exception, books of this size retail for from one dollar and ten cents to one dollar and twenty-five cents. The committee also adopted "How We Are Fed," for use in connection with the new State Elementary Geography and Fairbanks' Supplement to the Tarr and McMurry Geography for use in connection with the advanced work. Both of these books were prepared especially for use in connection with the Tarr and McMurry Geographies. The use of this excellent series of books will mark an epoch in geography teaching in California.

NOTE:—All the books referred to in this article are published by The Macmillan Company, whose Pacific Coast offices are at 325 Sansome Street, San Francisco.

The Western Journal of Education

MARCH, 1904

EDITORIAL

Count Your Dead

The physician has one great advantage over the teacher. When his methods fail, his patients die, and if he does not count his dead somebody else is sure to count them for him, and in doubtful cases autopsies are necessary which insure him against making the same mistake a second time. The sum of medical knowledge is increased every day because of this requirement. On the other hand, the practice of counting their dead is wholly unfamiliar to teachers and pedagogical learning is a sluggish stream in consequence. Are there no dead to count in schoolrooms? If one take the wings of the morning and fly from kindergarten to primary school, from primary school to grammar school, to high school, to college and to university, lo! the dead are there. It is impossible to escape them. They are everywhere. What are the marks of death? Rigidity, motionlessness, no giving and taking from the outer world, an utter lack of animation. These, just these and none other, are the marks of intellectual death. Its causes are many, but their effects are not past finding out. Some have been disciplined to death, others have been methodized to death; some have been course-of-study-ed to death, and still others have fellowed with the dead until life has left them. There is just one test that need be applied—the test which the physian uses.—Do your pupils move of themselves, do they sense for themselves, do they think, act, speak for themselves, or do you move them, think for them, speak for them, act for them?

We heard just a day or so ago of a young teacher who had been trained to believe that learning was a process that belonged to the pupil rather than the teacher and who conducted her class on that basis. It was a living school. The pupils asked more questions than the teacher. Comprehension rather than pagination was the text of work. Subjects rather than textbooks were studied. What was done was done by the pupils and what was undertaken was undertaken because the pupils

could live in it, not in spite of it. Their minds worked. It was the best class in the school. But when it was promoted the teacher of the next grade found that these pupils did not understand her method of sitting still and conning a book until its words had been memorized, and then repeating them parrot fashion in the recitation. The system of the school had been sadly disarranged. The course of study had been flouted. She consulted the principal and he immediately checked the unauthorized activity of the only good teacher in the school, and set her to marking time with the others.

If the experience of this teacher were unique it would not be recounted here. Count your dead and you may find that it is not unique. Ask others to count them for you and you may be astonished at the result. Why do we spend so many years in teaching reading and yet do not succeed in teaching our pupils that reading is not a thing for an idle hour, a luxury, but an indespensable aid in accomplishing whatever they seriously undertake? Why do we teach writing in such a way that the generations take their pens in hand with pain? Why do we teach history to every boy and girl in the land and not get a better return in terms of citizenship? Why do we teach literature without greatly affecting the moral tone of the people? Why has our devotion to nature study resulted so largely in dulled observation and lack of interest on the part of children? Why has manual training not fulfilled its promise? Count your dead, count your dead carefully and see.

What are you going to do about it? One schoolmaster to whom this question was put, replied: "I am going to give it up. I am going into a business in which improvement is possible. I am not going to devote my life to vain and profitless things." Unless we fall to couuting our dead, improvement will come only by chance. It should be iuevitable, as it is in medicine.

* * *

On Discipline

There is always a great hubbub about "discipline." It seems to furnish one of the questions which a democratic people never can settle. The exercise of authority, as authority, is felt to be degrading to him who exercises it, and unfair to those upon whom it is exercised. We seem to be committed to other lines of procedure. The theory of our government requires each citizen to rule himlf and as one cannot assume so great a responsibility suddenly,

it seems to require a liberal training in self-government during the period of legal infancy. Children that are made to "feel authority" are apt to develope a servility which is quite un-American. They are guided and controlled by others and do not rise to the dignity of depending upon themselves. By such methods American citizens cannot be made, and he who is always talking about keeping strict discipline over his pupils and forcing them to knuckle to him at all costs, is using phrases that cost King George his colonies.

On the other hand, children are not adults and must often be constrained to go where they would not. The antinomy which springs up when these positions are brought together is very real indeed. How can it be resolved? In this way. Obedience is necessary, not at any cost, but obedience of a certain kind. It is not an end in itself. Of itself the schoolmaster has nothing to do with it. It is only the husk of a deeper reality which should ever be the chief thing in his thoughts. To young children the law is represented as a person who wields a certain compulsion over them. To children of school age it should always seem to be a principle and not a person. The only justifiable enforcing of authority is that which teaches a lesson and that lesson is something very different from forcefully reminding your pupils that you are master there, that whether they like it or no, you must be obeyed. The punishment must reform the offender. It is not justified unless through it he learn the reason for the law which it represents. This thought is an old one and was perfectly phrased by St. Paul: "The law was our schoolmaster to bring us to Christ." One might vary it to read that the sole aud only purpose of law is to beget insight within him who is under it. Unless the law is a schoolmaster to bring one to a knowledge of the truth, it is no law; it has no justification whatsoever.

But you will say: "What bearing has this doctrine upon school punishments?" Just this: One school says children are reasonable beings, you should reason with them. The other school says reasoning with them is useless. Something different must be done. They must be controlled, mastered and punished. Not one of these, but both are right. They must be controlled, mastered, punished, to effect reasoning with them and for no other purpose. The law which is not a schoolmaster to bring one to the spirit of life is not a law. But discipline as an

end, and authority for its own sake, disappears in this analysis. The whole question is, Do you teach in your governing and what do you teach? Your own strength or the reasonableness of the law? There is a discipline which begets good conduct and respect for authority and there is a discipline which begets hate and defiance of authority.

* * *

The State Teachers' Association

This number of THE WESTERN JOURNAL OF EDUCATION contains the proceedings of the thirty-seventh annual meeting of the California Teachers' Association. It seemed best to publish the proceedings in this form for several reasons. THE WESTERN JOURNAL, the educational magazine of California, should naturally publish a report of the most important educational meeting in the state during the year. The funds of the California Teachers' Association are not sufficient to pay for printing a separate volume of its proceedings and mailing it to its members. By availing itself of the facilities of THE JOURNAL, the Association supplies its members with the proceedings and also furnishes the four thousand teachers and school officials in the state, who are not members, with the best thought on educational matters, and thereby interests them in its work. THE WESTERN JOURNAL OF EDUCATION should be the recognized official organ of the California Teachers' Association.

The longer papers of the general meetings have been freely cut, while those of the departments have been given in full or as condensed by their author. This has been done with the feeling that the real educational work of the Association is done in the department meetings where the subjects of most vital interest to different sections of the teaching force are freely discussed by those who understand them best. These papers deal with topics of immediate importance and deserve permanent record.

At the next annual meeting, it is planned to give more time to the section meetings and to social and recreative functions. Only one prominent speaker will appear at any one of the general sessions. An effort will be made to secure a man of national reputation who has a message for the teachers and the people of the State. If such a one can be secured, he will be given the time he needs unhindered by other speakers.

More time will also be given to business meetings. It is not fitting that important matters should be rushed through without

discussion, or dropped for want of time to consider. The Association should become known as a body which deliberates and decides educational questions upon their merits. Such a reputation will help the educational interests of the State more than any outside piece of legislation.

To secure this it is necessary to bring out the new men and women who keep coming into the profession. There are scores of strong men serving in the ranks of the teaching profession in California today who must be so deeply interested in their work that they will conceive a love for it and be unwilling to leave it for more lucrative fields. That is one way, and the surest way, of solving the problem of keeping able young men in the profession. The salary question will be easier to adjust when such men become more numerous and more permanent in the educational body. If they felt that they were having an active part in solving the problems of their vocation, and that public instruction was conducted according to the precepts of educational experts and not according to the capricious dictation of some authority set up for reasons other than educational fitness, able men would be more willing to go into the work of teaching and would remain loyal for the sake of the cause.

The California Teachers' Association should be the body in which educational subjects are discussed and finally passed upon. It should have the most potent influence upon school legislation, not because of skill in political manipulation, but because it has demonstrated that its decrees are right. An opinion upon an educational measure, sent to the Legislature by the California Teachers' Association, should be accepted as a decision that cannot be challenged either as to its sincerity or its ability.

Such an ideal is not too high. Men and women able to realize it are engaged in the work of teaching in California today. The people of the State, as represented by Governor and Legislature, are ready to adopt well matured suggestions. All that is necessary is that the teachers of California prove themselves capable of bearing the responsibility. To that end, every teacher should be enrolled as a member of the California Teachers' Association. Every teacher should make a determined effort to attend its meetings. Every teacher should take an interest in its business and an active part in its discussion; and thus help to shape its policy.

There are indications on the horizon that a better day is dawning for the school people of this country. If the agitation which has already grown to considerable dimensions continues, the business of teaching will soon offer something better than a lean and starved life to those that enter upon it. One very remarkable thing about this movement is its geographical extent. From far off England, from every quarter of Canada and from every state in the Union the cry has gone up: "Teachers are not to be had; there are not enough to supply the schools." Such conditions have done more than years of moralizing to force a discussion of the conditions of the business and as an immediate result rapid changes are being talked of almost everywhere.

Increased Salaries and Tenure

The State must exact adequate preparation of teachers and the communities should be untiring in their search for the best available candidates, to be chosen solely upon teaching efficiency. But when such teachers have been found the other features of civil service reform should be extended to them. They should enjoy a permanent tenure of office during efficiency. They should be paid a living wage. And they should be pensioned after a period of years devoted to the work of teaching.

Adequate preparation of teachers has been so enthusiastically championed that the public at large is pretty thoroughly committed to the doctrine, though the means of making it operative have not yet been successfully devised. Much work remains to be done for professional ethics among school officers before teachers are appointed solely for fitness. But the other features of this program of reform only begin to take definite form.

After working over the subject of teachers' tenure of office for some time, the Council of Education at its last meeting formulated a series of recommendations to the State Teachers' Association, suggesting that after two years of service all teachers employed in the public schools of the State except in cities of the first class, should continue to hold office unless notified on or before the 1st of May, by the appointing board, that their services are dispensed with for reasons assigned in the letter of dismissal. It is suggested also that the law be changed so that one half of the school authorities shall be elected every two years. And that an amendment be asked for empowering school officers to hold office for six years—one third to be elected every two years.

With regard to salaries, it is well known that the Superintendent of Education proposes to ask for increased appropriations for this purpose and that the Governor of California has expressed himself as heartily in favor of such action. The press of the State is championing the cause and the school journals of other states regard us as living in the promised land because of it. As for teacher's pensions, something has been done in that line also in the cities.

The movement is well started. The intelligent interest of patriotic citizens must be invoked ere it can succeed. It remains for the teachers themselves, organized and unorganized, to bring the victory.

* * *

The State Board on Professional Ethics

Inasmuch as the teachers of the state have expressed themselves so strongly in favor of a code of professional ethics, the action of the State Board of Education in adopting such a code was hardly unlooked for. The State makes no experiments. It leaves the preliminary stages of any movement to individuals, but when individuals have proveu the worth of any form of action the state is usually not slow to adopt it. So it has been in this matter. The teachers of the state want to be free from the reproach of employing unworthy methods. They have expressed themselves again and again as dissatisfied with certain forms of making application for positions and certain kinds of campaigning and elections. They have asked that these matters be definitely formulated and that the people be notified of them. The code is a compact on the part of the teachers. To the doubtful, it makes the whole matter clear, and to the wavering it is a suggestive force.

The approval of the State Board gives it almost the dignity of a law. No more important action has ever passed the Board. Too much care simply cannot be taken in these matters The profession must be clean and honest and above reproach. If the rule of the State Board be followed to the letter the dignity of teaching will be enhanced immeasurably.

* * *

We have pledged ourselves to a new rule of pedagogical con-

duct, we have a good hope of a living wage and a satisfactory tenure of office, but there is one thing else that we must work for—knowledge. It is *the* thing, the others are but means to it. Only a student can make students of others. Only a student can rely upon fitness alone. Only a student can hope for increased recompense or be given a permanent position. The pay of the others is already too large and their tenure all too secure. The state may do much to impart to the business of teaching the dignity of a learned profession. But the state cannot make the teachers professional workers. They must do that themselves. As an aid to this a State Teachers' Reading Course has been adopted. A committee has been appointed which is energetically at work organizing local reading circles. County Superintendents are supporting it enthusiastically. No teacher in the state can afford to miss this opportunity to prove herself worthy of a permanent place in the profession. It is time to be up and doing while it is called day and to have a hand in making California unique in the character of her schools.

Have You Joined the Reading Circle?

* * *

The State Text-Book Committee and the State Board of Education have made an excellent beginning in the matter of the adoption of books supplemental to the State histories and geographies. In these days of progressive book-making, no teacher can afford to allow her pupils to be tied to one book in any subject. While the pupil may find the core of his work in his own text-book, it is not alone desirable but necessary to a full comprehension of his subject that he have access to books which present the matter from a slightly different angle. Of all books which may be purchased for the school library these books to supplement the regular text are the most necessary.

Supplemental Books

We are glad to note that the list of books to supplement the histories and geographies is not yet closed. Many good books which are not strictly text-books should be added, as these frequently provide the teacher with the richest accessory material. Some of the best teachers of geography and history, where conditions are favorable, build most of their introductory work on any topic out of the supplemental books, and use the text only

for the purpose of rounding out the subject and preventing general conclusions.

There is a further reason why we should have the list of supplementary books extended. Mr. Thistleton Mark, in his remarkable study of American education in the book "Individuality and the Moral Aim in American Education," notes as one of our most valuable contributions to educational practice the tendency to encourage the development of individuality in teacher and pupil. But wherever all teachers and pupils are alike restricted to the use of exactly similar tools, there is little chance for the exercise of individuality. The uniform series of text-books is at best but a necessary makeshift. But in supplementary text-books a considerable play of individuality is possible. If one teacher can succeed best with Carpenter's "South America," she should not be obliged to use the Tarr & McMurray advanced books, and vice versa. In these and other subjects it is hoped that the State Text-Book Committee will give the teachers rich material and ample opportunities to choose those things which they can most profitable use.

* * *

Teachers' Salaries in New York.

Superintendent Maxwell, of New York, in a recent address published in the *Pennsylvania School Journal,* made the following statements: The city charter now fixes a minimum salary for women teachers of $600 per annum, and a minimum for men teachers in elementary schools of $900 per annum. The minimum salary for women after sixteen years of service in the first six grades is $1,240; in the seventh and eighth grades $1,320, except in the graduating class of the latter half of the eighth grade, in which the salary of women is $1,440 per annum. For men the minimum salary after ten years of service is $2,400 per annum, and for a teacher of a graduating class $2,400 per annum. That is the minimum fixed by law, and there is an increase of salary each year if the work of the teacher is approved by the superintendents. Women principals of elementary schools begin at $1,750 and reach a maximum of $2,500 after four years of service. The men principals begin at $2,750, and after four years of service reach a maximum of $3,500. In the high schools and training schools women teachers begin at $1,100 and go to $1,900 per annum, except in the case of first assistants or heads of departments, who go to $2,500. Men teachers in the high schools begin at $1,300 and go to $2,400, except in the case of first assistants or heads of departments, who go to $3,000 per annum. In all cases

there is a regular yearly rate of increase. It may not be out of place to say that this law, when originally passed in 1900, was opposed by the mayor of the city of New York, by the common council, by the board of estimate and apportionment, by the corporation counsel, by the entire board of education of Greater New York, and all the borough school boards, and it was passed largely —and this is the important thing for you to remember—through the organized efforts of the class teachers. They made it known that politics had no longer anything to do with appointment or promotion. Hence they commanded the support of the common people of the city of New York, who are, as far as I can learn, unanimous in favoring this measure. It was opposed by the entire city government. The last great struggle took place after the bill had been vetoed by the mayor, because the mayor of the city has a right to veto any local measure after it has been passed by the legislature. After the measure had been passed again by the legislature by a two-thirds vote in each house, over the mayor's veto, the last great struggle was made before the governor, and there the city government put forth all its efforts to defeat the bill and to induce the governor to veto it. The governor, however, signed it. He is now the President of the United States—Theodore Roosevelt.

* * *

The Right to Play.

Mr. Jacob A. Riis, in addressing the first annual meeting of the Associated Charities of Washington, D. C., recently, said: "You cannot rob childhood of its rights. When I speak about its rights, I mean the inalienable rights of childhood, a home, the right to play, that makes the character grow in the child. You cannot rob a child of its childhood and expect by-and-by to appeal to that child's manhood. It takes a whole child to make a whole man every time. * * * We were in Georgetown to-day, and I saw the boys with their ball clubs, prepared to play ball, which means health and decent citizenship, but no place to play except the street. When the policeman finds them he goes after them. I want to say that the right of the boy to play ball in any American city is just as important as the right of habeas corpus, and ought to be as sacredly observed. Without playing ball the boy cannot grow up to cast a decent vote. Without playing ball he will get into the rogue's gallery. I have had considerable experience, and I want to tell you that for the purposes of the battle with the slum, one boy's club is worth a thousand policemen's clubs."

PROCEEDINGS

OF THE

CALIFORNIA TEACHERS' ASSOCIATION

San Francisco, December 28, 29, 30 and 31, 1903.

OFFICERS FOR 1903

President - - - O. W. Erlewine, Sacramento
Vice-President - - - Mrs. J. E. Chope, Kings City
Vice-President - - - Edward Hyatt, Riverside
Secretary - -Mrs. M. M. Fitz Gerald, 1627 Folsom St., S. F.
Assistant Secretary - . Charles C. Hughes, Alameda
Railroad Secretary - - - - Job Wood, Sacramento
Treasurer - - - Philip Prior, San Francisco

OFFICERS FOR 1904

President - - - - - C. L. Biedenbach, Berkeley
ViceP-resident - - - Miss Kate Ames, Napa
Vice-President - - C. W. Griffith, Los Angeles
Secretary - Mrs. M. M. FitzGerald, 1627 Folsom St., S. F.
Assistant Secretary - - - - Miss A. G. Kelley
Treasurer - - - Philip Prior, San Francisco
Railroad Secretary - - - A. E. Shumate, San Jose

Constitution of the California Teachers' Association

PREAMBLE.

For the purpose of furthering the educational interests of the State, of giving efficiency to our school system, of furnishing a practicable basis for united action among those devoted to the cause in which we are now engaged, and of securing and maintaining for the office of teaching its true rank among the professions, we, the members of this Association, do hereby adopt the following

CONSTITUTION.

NAME.

SECTION 1. This organization shall be known as the California Teachers' Association.

MEMBERSHIP.

SEC. 2. All persons who are now, or who may be hereafter officially connected with the public or private schools of the State, or interested in the cause of education, may become members of this Association by signing the constitution, and paying the annual fee of one dollar; provided further, that no member shall have a vote in the management of the Association unless he has been for the proceeding year a member of the Association, and has paid his dues for the current year. The Secretary of the Association shall annually publish in the November number of the "Educational Journal" of this State, without expense to the Association, a list of the members; provided, however, that before dropping any member for non-payment of dues, such member shall, one month before that publication, be notified that dues for the current year are now payable.

OFFICERS.

SEC. 3. The officers of the Association shall be a President, two Vice-Presidents, a Secretary, an Assistant Secretary, a Treasurer, and a Railroad Secretary, whose duty it shall be to make arrangements for the rate of transportation of members of this body; and these officers shall constitute an Executive Committee.

Term.—All officers shall serve for a term of one year.

Election.—The election of the foregoing officers shall be by

ballot, and any member may place a name in nomination for any office; provided, however, that no nominating speeches shall be permitted, and that if no person shall receive a majority of the votes cast for any office upon the first four ballots, at each ballot thereafter the name upon the list receiving the lowest number of votes shall be dropped, and so on until the majority of the votes shall have been secured by one candidate; and this election shall take place at the opening of the afternoon session of the second day of the winter meeting.

DUTIES AND POWERS OF THE EXECUTIVE COMMITTEE

SEC. 4. It shall be the duty of the Executive Committee to fix the time of holding general meetings of the Association, to prepare programs, to procure attendance of lecturers and other speakers, and to make all the necessary arrangements for the meetings.

Indebtedness.—They shall not incur any indebtedness in excess of the funds in the hands of the Treasurer.

Vacancies.—They shall have power, by majority vote, to fill all vacancies in office occurring between meetings of the Association.

Annual Report.—They shall make the Association, on the last day of its winter meeting, an annual report of its finances and membership, which report shall be submitted in writing.

Order of Business.—The Executive Committee shall have power to arrange the order of business at all the meetings, provided that reports of standing committees shall be heard on the afternoon of the second day of the winter meeting.

MEETINGS.

SEC. 5. There shall be a general meeting during such days as the Executive Committee shall determine, at a point to be determined by the vote of the Association, in the same manner as heretofore prescribed for the election of officers, so that the claims of each city to consideration may be presented by one speaker, who shall not occupy more than five minutes; and the Executive Committee may call a second meeting in June or July at such place as they may determine.

CLAIMS.

SEC. 6. All claims against the Association shall be paid by Treasurer upon the order of the President, countersigned by the Secretary. Whenever the Treasurer shall doubt the validity of

any claim, for which an order on the Treasurer may be presented, he may submit the same to the Executive Committee.

AMENDMENTS.

SEC. 7. The Constitution may be amended or altered, provided at least one day's notice, in writing, embodying the amendment or amendments to be made, be given in open session of the Association; and provided, further, the same shall be approved by a two-thirds vote of the members present, which vote shall be taken not later than the next to the last day of the general session.

COUNCIL OF EDUCATION.

SEC. 8. The Advisory Board of this Association shall be composed of fifteen members, who, together with the State Superintendent of Public Instruction, shall consitute the Council of Education. Its duty shall be to consider and report to the general body the desirability and means of securing reform in educational legislation practice.

The term of office for members of this Council shall be five years; provided, however, the first list of members shall be appointed by the President of the Association immediately upon the adoption of this section; three to serve for one year, three for two years, three for five years, three for four years, and three for five years; and annually thereafter three members shall be appointed by the Executive Committee of the General Association to serve the full term of five years. The Executive Committee shall also have power to fill all vacancies occuring in the Council between the meetings of the Association; the appointments so made to be subject to the confirmation of the General Association at its ensuing meeting.

And it is further provided that the President of the Association shall, in appointing the list of members, designate the State Superintendent as Temporary Chairman, and shall also designate a Temporary Vice-President and Secretary, and these three shall act as Temporary Executive Committee of the Council, prepare its first program, and serve until a permanent organization is perfected.

The first meeting of this body shall be held in the month of July, 1902, at a time and place to be designated by the Executive Committee of the Council herein provided for, and thereafter

the Council shall meet semi-annually, alternating its sessions between the cities of Oakland and Los Angeles.

Amendment to Section 8 (December, 1901):

"The Executive Committee of this Association shall elect ten additional members of the Association, two of whom shall serve for five years, two for four years, two for three years, two for two years, and two for one year. The Executive Committee of this Association shall have power to fill all vacancies occurring in the Council.

"All members of the Council must be members of the Association, and should any member of the Council permit his membership in the Association to lapse, he shall be considered as having withdrawn from the Council, and the vacancy shall be filled by the Executive Committee of the Association.

"The Council shall have power to hold such meetings and elect such officers as it may determine. Eleven members shall constitute a quorum of the Council. All members shall be notified in writing of the time and the place of the meetings of the Council of Education. The Council shall have the power to make expenditures of money under such provisions and prohibitions as may be imposed by the Executive Committee. The Council shall have power to prescribe rules for its own government. Such rules may prescribe forfeiture of membership in the Council for lack of attendance on regular meetings of the Council."

General Sessions

O. W. Erlewine
President

Mrs. M. M. FitzGerald
Secretary

ADDRESS OF WELCOME

W. H. LANGDON

Teachers of the State of California: The educational people of San Francisco welcome the teachers of our great State. It is with no perfunctory gladness that we say a hundred thousand welcomes, for this is an occasion when you bring to us the best thought and inspiration from every city and town in our commonwealth. Time was, when watching from our hilltops the richly freighted argosies of commerce sail out upon the Western seas to the Orient and the world, we said: "This is a great city." Now, as we see as never before the wealth of these Western slopes pouring from its sources in hill and valley to our piers, we say: "This is a great city and this is a great State." We realize at once our dependance upon you and our responsibility to you in matters of education and culture as well as in matters of industry and trade. The responsibility of educational leadership that falls to the metropolis of a great state we accept. The responsibility of co-operation and support we ask you to assume. In return, under the splendid opportunities of the organization and the wealth of a great city, we shall repay with a record of educational accomplishments that shall be a rich service to education and the State as well as an inspiration and a help to you. The new San Francisco has begun to be, in matters of education as in everything else. Those of you that have watched us during the past few years cannot have failed to see that we have put on our new civic robes. Already we have won the better educational conditions upon which a great school system is built. We have voted three and a third million dollars worth of bonds for better material school equipment. We have given our children teachers chosen by merit alone, determined through civil service examinations that invite the ablest and best teaching service of the entire State, and once elected, we have protected them from political domination and intrigue by giving them life tenure during good and efficient service, the only cure we could find for evils

that blocked progress. We have searched our own ranks and those of the other teaching forces of the state to find sane, practical, scholarly leaders to supervise picked teaching talent. We have sent these leaders abroad—some near, some far—that the best ideals and systems of other school systems, West and East, might be brought home to our teachers. We are now ready to achieve our educational destinies. Step by step we shall organize a system that may yet be the strongest we know. Already we are committed to the belief that great schools are to be made up only of strong men and women. The classroom force is, after all, the main force. There needs to be superintendents, deputies, principals, and special teachers, but these are all subordinate to the service of teaching the child, and with us shall not be permitted to crowd out the personality and the dignity of the teachers who teach. System and supervision we shall have in necessary power, but more than these we shall aim to have strong teachers.

And right here I wish to extend special welcome to those of you that are ambitious for a place of service in a great city school system. Each year we add to our teaching force, through merit determined by competitive examinations, some thirty or forty teachers. We want the most successful teachers of experience that we can find. In return we offer you life tenure, a place protected from interference of personal or party politics. You will find in our ranks many who you have known in some distant school, for already we have drawn much outside strength into our ranks. We trust that you will come to know in your contact with them the large educational work we have set out to perform. We need your sympathy, your help, and support, in making this great Western metropolis, at the gateway of the Pacific seas, a great educational center worthy to be the center of growing and vigorous culture that we call Western. And so, this welcoming upon our part is full of significance for us, and we hope, in time, to make it so for you. You have turned your eyes to San Francisco as the Mecca for this year's knowledge and inspiration. We welcome you more than for this hour, this day, this week. We trust that as your greatest city you will turn to us in the years to come and find the same help and inspiration that you will get during the coming session.

Once more on behalf of the teachers of San Francisco I say a hundred thousand welcomes. For this year at least the session of the California Teachers' Association and the Institute of San

Francisco's teachers is one. In welcoming you to this joint session may we not express the hope that this co-operation may continue to exist through years and that a great city and a great state may be both co-operative, to the end that California's children may become the strong and verile men and women that we have the certain opportunity to make them. Successful in industry and commerce, powerful in art and learning, serving well the society and the State that have chosen us to lead them into the light.

* * *

Address of Welcome

MAYOR EUGENE E. SCHMITZ

It is a pleasure and a duty which I do not underestimate, the privilege of welcoming you to the city of San Francisco. The address of the able Superintendent of Schools, Mr. Langdon, has left me poor indeed, for it has taken away from me the hundred thousand welcomes that I was waiting to offer. But welcome is in my heart, and it is extended to you to the fullest extent.

During my short term I have done everything in my power to build up the school system of this city, and will continue to do all that I can in that respect. We should have the very best material there is for school teachers, and when we find the right teachers we should uphold them in their school work and protect and care for them after they are too old and feeble to take care of themselves. The teachers have asked for an allowance of $2 extra per month, which they intend to lay aside for their future maintenance. The Board of Education is in favor of that allowance, and I will use whatever influence I may have with the Supervisors to have the required provision made in the next budget.

We must have the best of schools, and in order to have the best of schools we must have the best of teachers. If we retain proper control of education the destiny of the country is safe. And an education of children up to sixteen years of age should be compulsory. We have laws for the protection of the weak against the aggression of the strong, and we have laws for protection against criminals, but an ounce of prevention is better than a pound of cure, and the greatest preventive of crime is education.

You teachers have control of the children more hours of the

day than the parents have, and the parents, through me, extend a heartfelt welcome to you.

* * *

Response

O. W. ERLEWINE

Superintendent Langdon, Your Honor the Mayor: I can assure you that the members of the California Teachers' Association fully appreciate the cordial welcome which you have so kindly extended to us on this occasion. Many of us have had the pleasure of attending meetings of this Association in your city before and have not forgotten the generous attention we received on these occasions.

Californians all feel proud of the great city of San Francisco. You are favored with three great natural advantages, location, climate, and ocean harbor, which are as lasting as the earth itself, and will forever keep your city among the leading cities of the world.

If your city should always be as fortunate, as I believe it is at this time, in having such able, energetic, and progressive executive officers in charge of your splendid school system, your schools would keep step with the forward march of your city no matter how rapidly she moves.

I want to thank Superintendent Langdon individually for the special efforts he has made to assist us in the arrangements for this meeting. After a long line of experience in such work, I must say that I have never found a man who was at all times more willing, energetic, and unselfish than Superintendent Langdon. Again, gentlemen, I thank you.

* * *

Altruism as a Law of Education

(Epigrammatic Extracts)

ARNOLD J. TOMPKINS

Self-realization is by the law of self-sacrifice, by the law of self-forgetfulness.

Altruism is simply the feeling that everything and every being is another self.

Motherhood is the highest personification of altruism. There is no sacrifice too great in the altruism of motherhood.

There is no test of love but that of complete preference of the other to the self.

We feel kin where there is a blood tie. But we have kin separation, too.

There is a spiritual kinship deeper than blood.

The Old Testament is a book of blood kin and blood separation.

The mission of Christianity is to bring about kinship on a basis of spirituality.

The history of the world is simply a spreading of the area of kinship.

Man has a feeling of kin with the animal creation.

People used to expose their stock, but are now compelled to house them and take care of them. Of course, you cannot expose stock in California for you cannot expose a human being. I have tried it.

Altruism is not a personal relation. It is a relationship with all living things about us—plants as well as animals.

The child talks to its doll or stick of wood just as it talks to its playmate—and gets as intelligent an answer in one case as in the other.

The child and the savage and the poet are alike in believing in the kinship of everything about them. But they are not alone in that. The farmer when he runs into a post stops and challenges the right of way. When you stub your toe on a stone, don't you say something to that stone? Even the minister, putting up a stovepipe, sometimes uses adjectives when the pipe don't fit. Now this would all be unphilosophical and unministerial if the spirit of kin did not extend to all these things.

Nothing can live unto itself alone. Even the stone puts the whole universe under contribution.

Competition is controlled by the law of altruism, say what we may about it.

If we had waited for charity organizations to do what selfish competition has done in supplying magnificent railroad trains, we had waited in vain.

We do complain of the grasping monopolies and trusts but not of free competition.

There is no case of true altruism but which is at the same time true egoism. That explains the great benefit we get from the competition of railroads and hotels and stores. The merchant

thanks you for buying a pair of shoes. You should thank him, too, for getting the shoes and selling them to you.

Altruism doesn't mean that when I get a dollar I will give it to my neighbors. If I did my neighbor would have to give his dollar to me and we would be shuffling dollars to no purpose.

We need the best humanity and the way to help in obtaining that is to work out our own life destinies in the best possible way.

Self-love is not a bad thing; it is a good thing. Pride is not a bad thing; it is a good thing.

How to realize a perfect manhood is the only problem in the world.

I can do best, sometimes, in helping to bring about perfect manhood by attending to affairs of my own.

You never can measure a child's capabilities by measuring its head.

A knowledge of the child is equivalent to a knowledge of what the child is to learn after a while.

The only thing you are here for, the only thing you are in the world for is to be more of a self.

The individual ever longs for but one thing—more life.

Only by coming in resolute and energetic contact with the world can you tell what your capabilities are.

There is only one law of language, and that is effectiveness.

Correctness is not the only thing. Slang may be used if there is no other way, though they say that there always is another way.

It is inconvenient when you have to ask the other fellow to use profanity for you.

A preacher may preach sermons that are correct in every way, and yet never save a soul.

A girl once broke her engagement with a young man because he had misspelled a word. That was the best bit of spelling that he ever did in his life. But he had a narrow escape.

It is easy enough to write essays that spell all right, but it is difficult to give them life and vigor and wing them with meaning.

I love correctness not less, but effectiveness more.

The Kingdom of Heaven is bigger than the spelling book.

In Chicago, people avoid the sins at which they may be

caught. Any jury of schoolboys can convict you if you spell wrong.

Hamlet, you know, said, "Tis bitter cold." That was when he lived in Chicago. I have tried to improve on the language but cannot do it.

The thing that won't stay unsaid is the thing that will be said energetically, forcefully, and clearly.

* * *

Some Practical Suggestions

FRED. T. MOORE

(Extract)

In the preparation of this paper I began with the sad conviction that I could not hope to say anything new, and have held to the stern purpose of saying nothing because it is novel, even at the risk of being uninteresting.

Speaking generally, our great American system of education is very satisfactory, The meetings we are holding continuously must not be construed as meaning that this system needs revolutionizing and when you hear men occasionally speaking before large assemblies, earnestly advocating some great and sweeping reform, my advice would be not to take them too seriously. The system needs overhauling from time to time and improvements made in the details to keep it up-to-date, just as a complicated piece of machinery needs constant attention that way. I think it safe to assume that there are not going to be many more new continents or systems of wireless telegraphy discovered to the profit of the curriculum and the teaching of the schools. "Beyond the Alps lies Italy" and while some day the engineers of the world may tunnel the Alps and shorten the route to the real Italy, educationally I believe there can be no such short cut, and I doubt the advisability of taking it were it to be had. It is the climbing of mountains that strengthens, the surmounting of obstacles that makes for power. Think of the beautiful scenery that would be missed, the many scenes of brilliancy, beauty, grandeur, that flashes upon the climber as each succeeding summit is gained. No, I am not expert on school curricula, but I know enough to know there can be no such short cut nor tunneling to an education, nor do I believe the winding road up the mountain side should be made too smooth or be replaced by a chain elevator. You will all agree

with me that in many places we are doing too much of the child's work for him, he thereby being the loser. There is too much adjusting to the individual peculiarities; there is too much agitation, unceasing change and consequent uncertainty in the operation of our American schools. There is too much individualism in laying plans and arranging courses and in methods of teaching; too burning a desire to say something new or do something novel for the sake of prominence in the teaching body. Too many men are using this means of self-aggrandizement to the detriment of our school. Of course, it will be said that this has brought us to where we are. But in some things we might be quite as well off if we were not exactly where we are. Plans and processes ought to settle down in the lower schools at least. The doctrinaires ought to seek places of meeting by themselves, where they can discuss things to their satisfaction without keeping the whole educational system stirred up all the time. We may rest assured that if they ever came to any sort of agreement upon anything of moment, we would hear of it very soon. The experts ought to work in their laboratories until they get hold of something the world ought to know, and get it in such shape that the next expert will not knock it over. It is hard upon a teacher or a child to be manipulated by so many "experts" who do not agree.

There are some things about this modern school system of ours which, it seems to me, might be profitably cooled off with a good stream of cold water. There are a number of other educational tendencies, desirable and otherwise, ably treated by Andrew S. Draper, President of the University of Illinois, printed in the "Educational Review" for May 1902, which all who have not read, might find profitable.

There are many teachers who fail to do their best work because they drift. Their lessons are assigned from day to day and from week to week without a definite plan, without a grasp of the whole subject to be covered. The teacher should know just what she expects to accomplish during the term and should know something of the preceding and succeeding term's work. She, as well as the principal or supervisor, should stop at times and consider what her ideal of the finished product of the grammar school is, or of the high school, as the case may be. Like Michael Angelo, she or he should be able to see in the rough square of stone being raised from the quarry, the statue or fin-

ished image within. I believe it was Michael Angelo who, at one time, when contemplating one of his masterpieces, remarked that it had been in the block of stone for ages; he had simply clipped and chiseled off the superfluous stone from around it.

Your preparation for your daily recitation should never be neglected. Sit down with paper and pencil and jot down the points of your recitation, the essential things to be considered. If you have a sudden inspiration on something different which you wish to give, be fearless, change, and give it. Those are the best lessons we ever give, but it is a safe feeling to know you have your plan to fall back on.

When you teach a thing, see that your pupil learns it, if it is worth learning, and if it is not, don't teach it. It is that thoroughness that counts in the end, that attention to detail. If every teacher would live up to the thought that whatever is worth doing at all, is worth doing well, we would have a different product from our schools. Am I safe in saying that character building is the end and aim of education in the twentieth century? If so, one place where the greatest influence can be wielded is on the play ground. Take an interest in the sports of the children and encourage fair play and clean sport. Begin your teaching of fair play by being impartial and just inside the school room. Children are quick to detect injustice and quick to resent, and once you are suspected of injustice, your influence is woefully weakened. If you can engage in the games of your children, do so by all means and you will find that is the place, if any, to get real close to them and learn them and the place for them to learn you The subject of supervised recreation is enough for a whole address and a matter which is destined to receive more attention in the future than it has in the past. Last spring we had a baseball league between the various ward schools, and it was the scheme for each principal to play with his nine. The good which can result from such a thing, in my opinion, is immeasurable. The first games of the season were some of them wild wrangles with the umpire as central figure; the last games were clean sport from beginning to end, each fellow keeping his mouth shut and playing ball from start to finish, with a cheer at the end for the victors and a cheer for the vanquished.

A phase of the teacher's work which is receiviug more and more attention is his relation with the parents. I believe parents

and teachers are getting closer together all the time and they should do so. Vital as is the work of the school as a supplement to the home, there was a time when the greater percentage of parents, owing to the spacial separation of the home and the school, were either totally indifferent to what was being done in the schools or were even unsystematically critical of the teacher, the methods, and the results. Just as two individuals upon closer acquaintance with each other's work and purpose, come to respect, like, and co-operate with each other, so parents having been brought into the understanding of the teacher and her work, become sympathetic with and helpful to her. The teacher must realize that the parent is the most vitally interested party there is in the whole transaction or system. If a teacher could but realize that in most cases every little one in her charge is perhaps the dearest treasure of some person or persons belonging to the general public, she would realize that the public ought to be considered. It will do the parents good to get acquainted with the teacher and her views and it will do the teacher good to get acquainted with the parents and their views. It rests with you to make the first advance. Rarely, if ever, do I hear of a case of trouble about discipline or promotions, or studies, where the parent and teachers are acquainted sufficiently to sit down and talk the matter over rationally and sensibly. It would be a helpful thing at times for many of us to repeat earnestly Burns prayer:

> O wad some power the gift ti gie us
> To see oursels as ithers see us.

* * *

The Spirit of Literature

S. H. CLARK

The teacher of literature must ever keep in mind, as of supreme importance, the end and aim of literature in education. Too often the means are allowed to obstruct the view of the goal. It is only while we hold the goal clearly in view that we are likely to advance steadily towards it.

With most people today the goal in education is practical. In our times and in our country the commercial idea predominates. Students ask the question, "What is it going to bring me in? What is the good of mathematics to me? What can I sell it for?" This is less true today than it was yesterday, but it is still a

wide-spread spirit. The self-made man meets the High School boy on his way to school, and learning where he is going says patronizingly, "Going to school, eh? Well, I guess that's all right, but when I was your age I had charge of a big ranch; or, I had money of my own in the bank." He gives the boy the impression that going to school is a childish or effeminate thing, and that at his age he ought to be ashamed of it. It is this spirit that is responsible for the preponderance of women in the higher educational institutions, so that we read of a graduating class from a high school in which only two men are able to bear the weight of culture out of a total of thirty-two.

English has not escaped this spirit of commercialism. In the lower schools the business man's idea that English is spelling and punctuation has, to a certain extent, taken root; and the teacher asks the student, "How do you expect to get on in the world if you cannot write a better letter than than that?" And in the higher schools a carelessness in regard to accuracy of expression manifests itself, the implied query being, "What is the use so long as you know what I mean?"

But even when the commercial spirit is not dominant, the teaching of literature is often hardly less blameworthy. With a view of giving an examinable knowledge, grammar is discussed at great length, or in college the study of literature gives way to other things connected with it. The biological, conchological, geological, philological possibilities in English have almost driven *literature* from the field. The time of enthusiasm is gone, when in the reading and appreciation of a passage of literature the moments slipped away unnoticed, and at the end of the recitation period the teacher would say, "We have not done anything today. Take the same piece tomorrow." I hail the scientific spirit, but there is another side to the question, and splendid though the achievements of the scientific methods have been they should never be allowed to encroach upon the period in schools which should be devoted to an appreciation and an enjoyment of pure literature. The teaching nearly everywhere tends towards meeting the practical end of the requirements of examinations, and we lose sight of literature in the discussion of such things as the theory of paragraphs. A scholar chooses as the subject of his thesis for a doctor's degree the number of commas in "Beowulf," and in our admiration of the learning and

the labor displayed, we are in danger of forgetting that such "practical" subjects are only remotely connected with literature.

The practical is not to be condemned. It is the basis of culture. A man must build his house and furnish bread for his babies. We must get money to indulge the higher things required by our nature, but let us bear in mind that most of our needs are needless. There is an insistence upon the practical in order to get things that we can well do without. The true purpose of the practical is the securing of leisure for the higher things. But too often the professor is so busy writing his book that he has no time to see his children, for there is a miserliness in intellectualism as well as in commercialism. "We can get anything we want," says Thoreau, "if we are willing to pay the price." Stevenson adds, "The price is always paid in spiritual liberty. We get it at the expense of our soul's freedom." Many a man has found a new element, and lost his own soul. "Today as never before," says President Eliot, "the practical may conduce to the ideal; but so often the practical and the selfish are identical that for the average public school student they have become co-incident." A book published some months ago purporting to give a Chinaman's views of accidental civilization is full of suggestions for us. He tells us in the most suave style his impressions, and they are far from being invariably flattering. "Our pagan and barbarian nations," he says, "have lived for thousands of years, and a social system that has made this possible has some elements of greatness. Our civilization says to our ohildren, "Stay at home with the family;" your civilization says "Go out into the world and get rich." And he concludes that if the western civilization is the result of Christian religion, the Chinese do not want Christianity. They are better off with their own religion.

The best man physically, intellectually, and morally is the man who is best acquainted with the facts of the universe. Among these facts those set forth in great literature are often of the greatest importance because of their far-reaching effect upon character. Literature affords a chance for all that is best in us to reach out and take hold of the heart of the universe. It is not an examinable thing; it cannot be made laboratory material; it is an indulgence of that which is highest and best in us. The average child never hears the best music, nor looks upon the noblest paintings, nor sees great statuary; but the grandest lit-

erature he can have and does have for the mere asking. Nobody is so poor that he is debarred from the society of the greatest writers, and their's is the only imaginative work the great majority have within their reach. I want to give the boy who must leave school at the age of twelve to work in the ditch something that shall enable him to climb out of the ditch. Much can be learned from contact with men, but the highest things to learn are unquestionably recorded in the masterpieces of literature. I want to create a love of reading what is good, whether it be history, biography, or pure literature; and the only means of creating this love is through books. How many read the literature of power, laying aside the allurements of popular reading? How many read as with an appetite, with, to use a strong term, a lust for what is good?

Science does much; it has an ennobling influence; it has far more imagination than many give it credit for; but in science there is no contact with that personal element so predominent in great literature. Who can feel the mighty energy that throbs through the lines of Carlyle, belittled as he has often been by the petty paragraphers, without a great sense of uplift? One who puts himself in contact with great literature puts himself in the way of an impulse to a higher and a nobler life. It will enable him to rise above petty cares, and to bear the weight of trouble. After the sharpness and anguish of trouble has passed, there is no refuge, no solace like the great writers and thinkers. These men have lived lives similar to ours; they have suffered, they have triumphed, and their vital experiences they have put in vivid characters into the printed page.

No influence is stronger in the making of character than the influence of literature. No matter what our object in reading may be, no matter whether we have an object or not, we are either better or worse after reading a book. Consciously, or in that mysterious subliminal part of ourselves, every book we read and every thought we get from it demands and receives from us approval or disapproval. Professor James has shown that what seems sudden conversion is the result of a more or less prolonged period of more or less subconscious brooding by the mind over ideas and impressions whose origin in most cases would be difficult or impossible to trace. Similarly, the reading of a book if followed by a term of incubation, which will invariably, sooner or later, bring forth effects that will show themselves in

the character of the reader. No one can come in contact, day by day, with the thoughts of a great man without an eulargement of soul. True it is that the man in the shop who strives day by day for the highest and best as he sees it, will grow faster than the mere sentimentalist, who melts under the radiance of great intellectual sunlight, but fails to exert himself when the opportunity offers to do some actual good. But for the average man the purely commercial life is not the best; literature will enlarge it, literature will tend to the development of a broader, richer character. "Never a day goes by," says a great scientist, "but I learn a passage of noble literature, or recall one I have already learned, as a counterirritant to scientific study." In literature we have the protest against the grossness of mere commercialism; it brings a man into contact with minds that have thought largely in the realm of beauty; it makes for the refinement of manners; it teaches us (Can the effect of this be over estimated?) it teaches us to spend our leisure well.

Nothing nobler than this, to spend our leisure well, can be conceived as the end of all training. The value of our education is shown by what we do with our leisure hours. Do we seek companionship with the best? The very best that has been thought and felt may be ours for the asking. We cannot spend all our time in science. Our nature craves time to play. Light reading, if it be literature, if it be broad and pure and entertaining, so that it rests the weary mind and gives the reader strength for the morrow, needs no apology, but amply justifies itself.

Literature is the antithesis of commercialism. It gives, gives, gives, instead of gets, gets, gets. The artist puts his soul into his work not for the money that he is to receive. In the darkened corner, where few shall ever see his product, he toils on as faithfully as if the whole world were observing and applauding. In great literature the stress is laid upon the altruistic. It is the wreck that attracts the artist much more than the ship in full sail. How could a hero be made out of the merely successful business man, the money-grabber? He is a creature of a lower plane from that in which noble literature lives. Tolstoi in his book on art speaks of a man who, seeing a great painting, grasps his friend by the arm and hurries him to it, exclaiming, "Come, come and look at it!" Imagine a man's mind thrilling and expanding under the generous impulses given by a great work of art, and the note what a shriveling, dwindling process takes place if some one asks him about the price of a lot out on Figuero street!

The question to be asked about all literature is, How does it make for character? This is the test of good literature. Myths should

not be given to children indiscriminately, for the myth is not necessarily good. We must look for the reasonable ness, the honesty, the truth of a piece of literature. Careless reading is too prevalent. We have a fatal facility for recognizing words. Some one has said: "The ability to read is not an unmitigated good." Instead of leisurely, thoughtfully reading and enjoying an essay of Burke, the method in too many schools is to cram a synopsis and write a composition about it. One piece of literature thoroughly appreciated is a key that will open the treasure-house of other literary selections. Let us take time, time to turn words into pictures, into ideas, for we have no time to do the work hurriedly. The good is obtained through the spirit of literature, the spirit of beauty, which helps to make life worth living. Beauty of sound, beauty of pictures, beauty of thought, the moral beauty, the pupils should be led to see them all, and the last is the most valuable. It was worth all of Lear's life to experience for one moment close heart-to-heart love; and among the grandest lines of literature, perfect in form and thought is that where he expresses his sense of this love:

"Come let's away to prison;
We two alone will sing like birds i' the cage."

Art culture is the leaven of the commercial lump. Children brought up in the atmosphere of commercialism are the ones that cut the teachers' salaries when they become members of the board of education. We need the practical, but I plead for the development of the higher, the truer, the beautiful, to oppose the oncoming march of commercialism. The teacher must seek to make her pupils hunger and thirst for the best in literature, she must love it herself, she must recognize the goal in its character-building qualities, she must stand aside and give her pupils opportunity to come into contact with the high and noble thoughts of the great masters themselves. "That system of education," says President Eliot, "which does not implant the habit of reading good books has in a good measure failed." The purpose of culture is not to enable us to get rich, but to enable us to get along without riches."

—*From Notes by J. E. Reynolds, Ventura.*

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The Selection of Teachers

T. P. WOODARD

Perhaps the most important, as well as the most difficult, duty of a board of education is the selection of proper and efficient teachers. You may have elaborate courses of study, prepared by learned college professors or by practical educators; you may have expensive buildings, fitted with modern improvements and equipments; but

unless you have good, faithful and conscientious teachers you will not be able to make a success of your educational work.

While this is important in all portions of California, it is not so much so in districts outside of San Francisco, where the mistakes of appointment can be rectified at the opening of the next school year by the failure to re-elect the teacher who has proved unsatisfactory, but in San Francisco it is of special importance, for here we have the life-tenure provision, which gives a teacher once elected in the department a position for life. It is a good thing in its way: teachers should be free from the whims, caprices and personal attacks of school directors. It has, however, I understand, been somewhat criticised by some interior teachers, who seem to think that the result is not always as satisfactory as it should be, but I note that when we have our annual examinations for teachers' positions in this department we have numerous applicants from all parts of the State who are only too anxious to come under its benign provisions. Why, do you know that this tenure-of-office law is more binding than the marriage ceremony? You may secure a divorce from your husband or from your wife on account of incompatibility of temper, but nothing short of death itself is a sure release from the tie that binds a teacher to the San Francisco School Department. Some of the preceding boards of education actually thought it possible to dismiss a teacher after preferring charges and trying her. The present board in the last year has paid seventeen thousand dollars rectifying errors of this kind made by former boards. One attorney in this city makes a specialty of such cases, and I understand that he will take the case of a teacher dismissed for any cause, and, like some physicians, guarantee "no cure, no pay." In fact, things have come to such a pass now that should a teacher be dismissed from the department she would not look upon it as a dismissal, but rather as an indefinite leave of absence upon half pay, the attorney receiving the other half.

You can readily see from this how very important is the introduction of new teachers into our department, for it is with the introduction only that the school directors take a real part. After a teacher has passed through the substitute class and has served her period of probation as a probationary teacher, she can only be elected permanently into the department upon the recommendation of the principal under whom she has taught, and of the Superintendent of Public Schools. So you can see that the responsibility does not rest entirely upon that much-abused class, the school director, but upon those who should have an intimate knowledge of the teacher's ability. It has been the custom to lay all faults, real or imaginary, existing among our teachers upon the school directors—their backs are broad; criticism of their acts is a necessary accompaniment to their position; they are used to it, although it is not always as pleasant as could be desired, but, as a matter of fact, the

real responsibility for the final placing of teachers in this department rests not upon them, but upon the principals and upon the Superintendent.

School directors can appoint as substitutes only those persons who have the necessary qualifications, passed upon by some normal school, university or board of examiners. They are all supposed to be qualified teachers; and they are, upon the face of their certificates, but certificates do not count for everything. It is very much to the credit of every board of education that ever existed in this city that very few, if any, probationary teachers have ever been refused election as permanent teachers. During my six years' previous experience upon elective boards and during two years upon this appointive board there did not occur a case where a probationary teacher was recommended for non-election by the Superintendent or by the Principal. This certainly speaks well for the ability shown by the school directors in making their selections.

Under the old system, when the school directors were elected by the voters, the appointment of teachers was given to each school director in turn. This has been generally condemned, although it produced excellent teachers, for the motive for making the appointment rested entirely with the director himself, but, like many other things connected with school affairs, there are two sides to even this subject, and it is not without some good features, especially that of personal responsibility on the director's part, which should require him to make good appointments, and a feeling of some direct accountability on the part of the person appointed.

Under the Charter and in these days of Civil Service reform we have instituted another system for the appointment of teachers, and it seems to me that, bearing in mind that this is merely for the introduction of teachers into the department, the system now in vogue cannot be much improved upon. Of course, the only real test of a teacher's ability is her work in the classroom. The most experienced school man will often be deceived by the appearance of an applicant, nor can any written examination solely determine the teaching ability of the writer of the paper. Our system is a combination of oral and written examinations, and I am proud to have been the one who suggested it. A short resume may not be out of place here.

As at present conducted, the competitive examinations for teachers' positions are held annually in June or July during the long vacation. The markings are not based upon any absolute percentage, but upon a relative one, it being the aim to secure the best of the applicants—all of whom must possess proper credentials—and not to require any fixed percentage to be attained. From those highest upon the list, a new list being made each year, the ne wsubstitutes are taken, some fifty or sixty being appointed yearly.

The first day is taken up with the written examination at the

Girls' High School building. Early in the morning each member of the board of education and the Superintendent of Schools furnishes a list of from ten to twenty practical questions on the theory and practice of teaching, from which number two or three are chosen by the other members. The total list of twelve questions is copied by an electric penman while the applicants are assembling in the different rooms. Each room is under the charge of a principal or vice-principal of the San Francisco School Department, who afterwards corrects the papers of the candidates. The papers and the envelopes containing the candidates' names are marked in such a manner that it is absolutely impossible for either the candidates or the examiners to know the candidates' numbers. Each of the six examiners marks the same two questions throughout of all the one hundred and eighty or two hundred candidates, thus doing away with the personal equation of the examiner, which would work very often to the advantage or disadvantage of the candidates where each candidates' entire paper is corrected by one person.

During the following week or more, in morning, afternoon and evening sessions, the candidates appear before the board singly and are given some ten or fifteen minutes of oral examination, when their personality and experience are given due consideration. Upon the retirement of each candidate each school director and the Superintendent casts a ballot with the percentage to which he thinks the candidate is entitled. The average of these marks is taken as the percentage of oral examination, and is added to the percentage secured in the written examination—the total determining the rank of the candidate.

This system, faithfully and conscientiously carried out, seems to be nearly ideal and will continue to add good teachers to a department in which we all take pride, and which is recognized as being one of the foremost school departments in the United States. And when we have the annuity fixed upon a firm basis, when our teachers, after an active, conscientious life spent in the schoolroom, can feel that their remaining years are not unprovided for, when the two dollars monthly increase to their salaries is devoted to the annuity fund, which I proposed some months ago, and which I have since advocated and shall continue to advocate until, I trust, the desired result is attained. When this comes to pass, then, indeed, will our department and teachers be as near perfection as possible.

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School Discipline

JAMES A. FOSHAY

(Extract)

"Education is a necessity in fitting men and women for the art of living," and requires the combined efforts of the parent, the teacher,

the principal and the Superintendent to determine the best methods of making a good beginning. The question of order and discipline is the one great problem that is solved over and over again, but which comes up in new forms every day. A great majority of the failures in the profession of teaching is caused by lack of power to control. It is the point of education where mind deals exclusively with mind, and commands submission because of superior strength, or fails for lack of this strength. The ideal of order can never be obtained unless we keep the ultimate purpose of education in mind, which is symmetrical development. The object of every line of school work should be to give the child a complete mastery over himself. He must learn to submit to authority. He must be trained in obedience, attention and power to work with his fellows; and if this is done in the primary grades, when he reaches the upper classes he should have control of his mental, just as he has control over his physical, powers.

The fundamental principle of school work is the development of character, and happiness in the schoolroom is one of the aids to true development. Let it be made one of the bright, happy spots in the child's life, and let the aim of the discipline and machinery of the school be to develop freedom, naturalness and self-control. We as teachers should have much sympathy with those children who seem to have born in them the impossibility to be good.

I believe the work of discipline is greatly simplified when the schools are well organized and the children accustomed to move together in accordance with special signals.

While teachers may be judged by the presentation of subjects, yet the first requisite of a good teacher is ability to manage the school. Firmness is required, and a lack of it will cause a revolt. A resort to punishment of one kind or another is too often but a manifestation of weakness. In correct discipline, there is little or no apparent effort. There should be little government and much teaching. Children should be made to understand that they attend school to receive instruction; that good behavior is taken for granted, as it is in a community of grown people, and that a penalty is naturally attached to an offense, but the work must not be interrupted. A little suspense on the part of the child as to the character of the punishment to be meted out to him oftentimes has so wholesome an effect that nothing more is needed to insure good conduct. It has been said that "a teacher has more need to watch himself than his children, as the evils found in a school are often traceable to some omission, inconsiderateness, hastiness of temper, want of firmness, or absence of principle in himself."

A school building with papers scattered about it and articles out of place is a sure indication that the condition on the inside is still worse. It is essential that the buildings and surroundings should

be in order. Spencer says: "That which is not easy even when a right state of feeling has been established, from the beginning, becomes doubly difficult when a wrong state of feeling has to be set right. California is comparatively generous to her schools, and our children should be taught to appreciate the school property.

Schoolroom decoration has much to do with the discipline of a well-ordered school. We do not want chromos, cheap picture cards and sickly plants, but let us have before us those things which will inspire health and strength. In order that a school may be well disciplined the children must be comfortable and be permitted to enjoy plenty of pure air and oxygen.

Outside reading will aid greatly in causing boys and girls to build properly. Children should be taught to study the library and read such books as will have a tendency to make for good citizenship. We assume that education is to fit man to occupy his place in the world, not only in the hours of labor, but in those of leisure as well. The boy should be prepared to spend his evenings pleasantly in the home. He should acquire a love for good literature and proper entertainment.

It is essential that the school be kept in close touch with the home, and the parents should be informed of the child's progress. This co-operation is essential, for a large part of the child'c education must be received outside of the school.

The interest of the parents in our work is a sign of a brighter day. I regret, however, that occasionally the disposition seems to be on the part of some organizations and people to make themselves investigating committees to pry into and to hunt for defects and errors. They should look not for the defects only, for we all know there are many, but they should study to discover the good as well; to understand the aims and then seek to assist in making improvements that will bring the work nearer to perfection.

The great question which has been before our people from time immemorial is, What shall be taught in the public schools? And, while we may not all agree as to what are the necessary subjects, yet we do all believe that the chief end of a wise educational policy is to develop individual effort and inclination, to establish habits of industry, and, above all, to inculcate sound principles, which shall grow into good moral character. While it is not our business in the grammar grades to make lawyers, physicians, merchants or tradesmen, only in so far as we may aid in doing so by general preparation, it is our business to make men, to develop and discipline American character. It is far more important to understand how to make of a boy a good man than a good scholar. To the parent who is solicitous for the future of his children this point is of greatest interest.

Kindness, or love for one another, receives its greatest culture in having a community similar to the school, where all classes come together, stand on the same footing, learn the same truths, and where all are judged by the same standards of success.

How Shall We Keep Our Good Teachers and Get More of Them?

GOV. GEORGE C. PARDEE

You may have been wondering, since you saw the program of this meeting, why I venture to talk to you about keeping the good teachers we already have and getting more of them. You may think it a little presumptuous in a harmless, almost necessary Governor to talk, in public, on a subject concerning which, perforce, he must admit he knows but little. Yet, even a Governor is greatly interested in the public schools, not only because they come under his official ken, but also because he may have, as this one has, some children in attendance in them, and also because he has not yet forgotten his own experiences during the years he was himself a part of them. Hence this paper.

In order to clear up the ground, let me first define what I mean by a "good teacher." I mean by that term a teacher who, by learning, temperament, professional training and enthusiastic devotion to his life-work, is able and willing to really teach school. And, by the term "teaching school," I do not mean the perfunctory hearing of recitations and the making of report cards, with one eye on the clock and the mind divided between the work in hand and some other matter outside the school. But I do mean the careful, conscientious attention to every detail that goes to make up the pupil's life within and, (so far as possible, without) the schoolroom—I mean the careful study, by the teacher, not only of books, but also of the individual pupil. For instance, Johnny may be able to repeat his lessons like a phonograph, and is a polite, quick, earnest, lovable little boy; while Tommy does not like to study, never more than half knows his lessons and hasn't any of the traits with which Johnny wins his téacher's heart. Now the good teacher is, in my poor judgment, the one who, while he prizes Johnny highly, does not neglect Tommy, but does his very best, day in and day out, patiently and persistently, for very love of his profession, and the child the State has committed to his care, to find out why Tommy is not so good a pupil as Johnny is, and, having found out, does his very best to bring out all of Tommy's mental power. For Johnny can, and will, take better care of himself within the school than Tommy can; and, therefore, Tommy must have

someone's help to turn his Ismalitish mind into the straight and narrow path of intellectual advancement.

Remember that it is not always that the brightest and the best scholars become the best lawyers, the best doctors or the best teachers. But those who, while not the best and brightest pupils, become first-class mechanics, lawyers, doctors, teachers, would better fill their positions in life if they had done better work in school. For work, either mental or physical, is much a matter of habit; and habit (good habit) is much a matter of training; and training is, I think, much a matter of gentle and persistent compulsion; and he or she who is trained to work in school, works to better advantage, works easier, works more persistently and achieves better results after his school days are over, than does he or she who has not been so trained. You will, perhaps, draw the inference from this that my notion is that the schoolroom is valuable for its training in the working habit. I hope you do so infer. For this is my notion exactly. Because the knowledge that the pupil gains in the schoolroom is not of much practical use when compared to the training for work,mental work, that is there bestowed.

Another thing that I hope you will have inferred from what I have already said is that my notion is that the schoolroom is no place for play, no place for coddling, for the sake of coddling, the infant mind. Its problems are, by comparison, as important to the pupil as those we all have to face in later life, where preplexities of all kinds force themselves upon us when we have to depend upon ourselves alone. Every human being (as well as every other animal) is, I believe, by nature, lazy; and will not, unless by training or necessity, driven to it, do those things he does not like to do. But the things we do not like to do are, very often, the very things we ought to do. And so, when my children complain of not liking to do this or that thing, I say to them: "Why, you ought to like to do that, just because you don't like to do it. Anybody can easily do the things he likes to do; but it isn't everybody who will do the things he doesn't like to do." So, therefore, my notion is that the schoolroom is the place of all places where one should be taught to work, trained to mental effort, not mental play, and be gently forced to do those things which he does not like to do. And the teacher should so arrange things that Johnny, who learns easily, should be given mental work that he does not like to do;

while stupid Tommy's mind is guided into channels that will also make it work for very automatic love of work as work. And Johnny, getting his lessons easily and without much work, should not, on that ground alone, occupy a higher place in the teacher's affection than toiling Tommy; no, not so high a place, if the latter really works to achieve his, by comparison, poorer results. So my notion is that every teacher should see to it that everyone of his pupils should work, and work hard. The mere learning of lessons may, or may not, be work.

So, there I think you have, after all my multiplicity of words, after all my wonderings hither and yon, my secondary definition of a good teacher, viz., one who, by hook or by crook, induces every one of his or her pupils to work, and work hard.

I hope that you will remember that I said, early in this discourse, that my notion is that the first attribute of a good teacher is learning. I do not mean by that a little learning. For, to my notion, there is no place where a little learning may be so dangerous a thing as in the schoolroom. Neither do I mean the other extreme. For too much learning (if it be just dry learning) may make us mad. But I mean, for example, this: He who teaches mathematics should be a good mathematician. It is true that many people can add, subtract, divide and multiply. But this power will not, I think, make them good teachers of even these mathematical rudiments, I believe that to best teach even addition, the teacher should know, and know well, not only subtraction, multiplication, and division, but also all the rest of arithmetic, as well as algebra, geometry and trigonometry—and some of the still higher mathematics would not hurt even him who teaches the child how only to count. Therefore, I say my judgment is that a good teacher must have learning. To become learned requires time. Therefore, good teachers cannot be too young.

The next requisite for the good teacher is, I think, the proper temperament. A selfish person cannot be a good teacher. For a selfish person will not (though he might if he would) be patient with the faults of others, nor generous to those about him; and a teacher must be patient, patient, patient, and generous of his time, his labor, his good nature and his learning. Neither can a slow person be a good teacher; for his pupils must be either led or driven. A slow person cannot lead the quick—

he only restrains them. Neither can he drive those who are quicker than himself; for instead of driving he will soon be led.

But a learned, patient, cheerful, tactful, agile, forceful person may make a good teacher. I say 'may,' because if such a person has not had professional training for the work he is trying to do, he must, perforce, perform his work by rule of thumb, be handicapped by difficulties that have been overcome by others, and be nowhere near as efficient as he should be. Teaching is as much a profession nowadays as is medicine or law; and, therefore, requires training, for it as much as any other profession. The person who tries to teach school without that training may succeed, but he would succeed a great deal better and a great deal quicker if he had the proper training.

The next, and final thing that, in my judgement, is necessary for the making of a good teacher is enthusiastic devotion to the work. What will give a person posessed of all the other requisites this final one? Ambition? Yes, perhaps, for a while. But Ambition, if it leads only to ambition and nothing else, soon wears itself out. Conscientiousness? Yes, also for a while; but not to the end, unless it, too, sees something in the future besides the quieting of a conscience. And as for mere love of work, that alone will not make enthusiastic devotion to a given cause. For there are many lines of work which will promise more than gratification of a love of work for work's sake. For no one can, or will, do his best, even at a chosen and loved work, unless either that profession holds out a present and a future competence or else he has adopted it, not as a professional, but as an amateur, and does not depend upon it for his support and final means of independence. More than this, no one can afford to devote his or her life to any profession if there be others beckoning to more lucrative fields. The teacher who stays in the schoolroom and resists the temptation of a needed higher salary is not doing himself justice; and, therefore, can not do the work as well as he otherwise could do it. For he must do so feeling that he is not sufficiently rewarded for his efforts. Every good teacher should be human, entirely human—not selfish, but human. And every human being will, of course, in conjunction with pure and concurrent devotion to his profession, have a just and necessary regard for the future, both of himself and those dependent upon him.

But even a profession which holds out present and future re-

wards of sufficient magnitude to warrant one to enter into and remain therein can not have devoted and contented followers unless they be assured that their continuance therein is conditioned only and solely on their own unaided efforts; unless they be given assurance that their attention must be given only to the work in hand and not to the securing of personal and political influences to retain them in their positions. It ought to take all of one's time to teach school; it ought to take all of one's thoughts. And if one's time and thoughts must be divided between the school room and the politician's headquarters, the work in the school room must, of course, suffer.

Time was when the schoolmaster was, with the doctor, the preacher and the lawyer, the great man of the community in which he lived and worked. In the old countries, such as Germany, the schoolmaster is looked upon with great respect and esteem by the people whose children he teaches. Although paid but a small salary, his position is one of great responsibility, and he is looked up to by the whole community. At the end of his teaching career he is sure of Government recognition in the shape of a pension. And so, with present contentment, with his mind free to teach school and do nothing else, with his future not in doubt of possible old-age penury, the German school teacher goes tranquilly on with his work, and has no qualms of conscience to disturb his peace of mind.

I think, perhaps, that I have said enough to indicate to you what seems to me to be the requisites for good teachers. And, perhaps, I have already said enough to indicate to you what ought to be done to keep the good teachers we already have and to induce others to enter the school room. If I haven't done the latter, let me put it this way.

Let us either pay our teachers salaries that are fair to those who devote the necessary time and money and effort to acquire the teacher's profession, salaries that will not only give them present comfort and present ease, but also the power to provide for the future, when, from age, they are incapacitated for the performance of the work they have so cheerfully done for the children of the State. Either do that, or else assure them of a pension such as will give them assurances of future support and freedom from the fear of pauperism. But above all, and in either case, let our schools be taken entirely out of politics. Let every teacher feel that his efforts should be expended only on his

pupils. Let him feel that his position depends entirely upon that, and that only.

But many people, almost everybody says, "Why, we pay our teachers big enough salaries now. It isn't everybody who is paid as much as they are. And the fact that we have no difficulty in getting teachers in our schools is proof that we pay salaries enough." Many teachers in our schools are paid from $40 to $50 or $60 a month. To acquire the necessary skill to make good teachers they must spend years of time, great effort and large sums of money. They must dress well and live in comfort. Yet it is safe to say that after board and lodging has been paid, after proper clothing has been bought and paid for, after all the expenses of a teacher's daily life have been paid, there is not left from the average salary enough to lay by much for the fabled "Winter's day," nor can, under these circumstances, much progress in the line of provision for old age be made. A good cook is paid $30 to $40 per month, a waitress in a restaurant the same. At the end of the year it is safe to say that the cook and the waitress have more money to be put in the bank than the school teacher. This should not be so. And the often stated fact that we have no difficulty in getting teachers for our schools cuts no figure in the matter at all.

As a matter of fact, there are not now enough good teachers on tap, so to speak, to fill our public school demands. Worse than that, we do not keep all the good ones we now have. We ought not only to be able to keep those we have, but we also ought to be able to induce others to engage in teaching. The State is at fault when it does not so arrange matters that we can keep our good teachers and also get more of them. For upon our public schools depends the future of the State; and, for its own protection, the State should see to it that the public schools are kept up to the highest state of efficiency.

* * *

The Man Educated. Is He Practical?

DR. MARGARET E. SCHALLENBERGER

(Extract)

A few months ago, in the big and busy city of New York, I chanced to hear the following remark: Patrick McCormick and Pedro Galorio, tramps, sat upon the cold ground in the sunniest corner of a vacant lot looking out upon a landscape of broken beer bottles and rusty tin cans, whittling sticks. Suddenly Pat paused and,

turning to Pedro, said solemnly: "The world is goin' to flinders, partner. There's no doubt about it, and the cause, I'm tellin' ye, is partly owin' to the trusts, but mostly to edjication; its higher edjication that's bringing ruin to the Nation, and ye can b'lieve what I say, Pedro, for I read it all out of the paper, bein' no more nor less than two columns of print composed by the author, who signed himself, 'A Practical Man.'"

"But," I said to myself, "you are wrong, my friend; quite wrong, for the man educated is the practical man."

Since then the views of the common man, i. e., the views of him who rather proudly classes himself among the not highly educated, have been courted, with the result that arguments advanced upon the practicability of higher education have usually been laughed to scorn. Allow me now to present them to this audience: If *you* laugh at them also, then, undoubtedly, they must be absurd.

We hear much discussion these days about the value of what is called higher education. No one seems to doubht the value of education as far as the high school, tho, of course, there is great difference of poinion as to what its character should be, and what should be the relative amount of time allotted to the various studies pursued. At this point, however, controversy begins and increases the farther one goes up in the scale, university training being absolutely tabooed by the so-called practical man, whether he be a millionaire or a tramp, and State money paid for it denounced as a direct steal from the poor man's pocket. Arguments long and heated are illustrated by numerous examples of good young men utterly ruined by university training—lazy, good-for-nothing spendthrifts, too high-toned to do the work of the common man, therefore leeches upon society and a menace to law and order.

Leaving out of accout the fallacy of such arguments it is still possible—we must acknowledge it, even in the world's most reputable universities—for men and women to "pass through" and come out uneducated. But this doesn't mean that education itself is worthless, a hinderance to action, a clog upon the wheels of progress. Let him who calls himself the practical man wage war if he likes, and if he knows how to do it intelligently, upon the fact that this result is possible. Let him score professors and college presidents for not providing tests of such a character as to forbid them "passing through"; but since he himself knows only faintly what it really means, let him proceed with caution in denouncing higher education.

How nearly we approximate automatons. It is exceedingly interesting to notice this pronounced tendency to automatism in the lives of the ultra-fashionable. It isn't good form to argue; it isn't good form to differ in opinion even; it isn't good form to wonder

why; it isn't good form to criticise; it isn't good form to *think*. Yet most of us will agree that thinking is quite a practical procedure and the man educated is thoughtful.

This, then, is the educated man: a man able to see and grasp opportunity, zealous for work, optimistic, earnest, honest, freed from trouble, taking pleasure in the little things, profoundly enjoying the best things, doing the world's work, unselfish, strong, brave, fair-minded and wise, yet simple-hearted as a little child. The man educated is a power in the land, a very god among his fellows.

"But," you say, "the educated man isn't all this. The picture painted is not true. There are highly educated men who are narrow-minded, selfish, foolhardy, unpractical." If so, the fault lies with them, not with education. Education has improved them. They have not taken on enough, that's all. They are not *highly* educated, They have neglected some of the opportunities, They have "passed through" some of the discipline; they have missed the goal.

Again you will say, "Many a man who never saw the inside of a university more nearly resembles the one you describe than hundreds of college graduates. This I grant. Education and university training are not synonymous. University training is usually a very convenient short-cut, a sort of royal road to learning. That's all; and in the majority of cases it does produce the man educated.

But once more you will tell me that the common man of the business world, he who writes articles for the newspapers denouncing higher education and signs himself the "practical man," has many of the attributes of the man educated.

This is true and very curious. There seems to be a sort of foolish pride in some men because, forsooth, they have been deprived of higher education by the straight road to college and have managed to get a good bit by hook or crook in an irregular way. It is quite natural, perhaps, that they should be proud of their hard-won education, but to belittle that of others because obtained in a somewhat easier and more regular fashion, to call themselves practical and the others unpractical, to set the two experiences against each other as opposites, is unfair and nonsensical. If they only knew it, no one is more ready to see and acknowledge their ability than their university brothers. What such "practical" men need is just what they denounce, *more* education. Just a few steps forward, just a few steps up, just a little more of the spirit of true knowledge and they would be only too proud to enlist themselves under the most sensible and practical of all banners, the banner of work and wisdom and true freedom, the higher-floating banner of the man educated.

FOOTNOTE—The address of Thomas J. Kirk, Superintendent of Public Instruction, was printed in full in the February number of the WESTERN JOURNAL OF EDUCATION, and is therefore omitted in this issue—*Committee.*

The Council of Education

Ernest Carroll Moore
President

J. W. McClymonds
Secretary

Mission High School Building, San Francisco, December 28, 1903.

A meeting of the Council of Education convened at 9 a. m. at the time and place above written. There were present at the time of calling the meeting to order the following members: A. L. Mann, C. E. Keyes, John Swett, President E. C. Moore and Secretary J. W. McClymonds.

The following members reported later in the morning: C. C. Hughes, E. P. Cubberley, C. C. Van Liew, Frederic Burk, O. P. Jenkins, A. E. Shumate, R. D. Faulkner, E. E. Brown.

J. W. McClymonds, of the Committee Upon Systems in Use in California for the Promotion of Pupils, read a paper setting forth in detail the methods followed in general in the California cities, showing that in general the promotions were made twice a year at a fixed time, the variation from this rule being Santa Rosa and Oakland.

Dr. O. P. Jenkins submitted a minority report of the Committee Upon Preparation of Teachers by Universities, and E. P. Cubberley submitted a report of the minority.

On motion of Dr. Burk, these reports were referred to a new committee for consideration.

On motion of Dr. O. P. Jenkins, the committee was to be composed in part of three university professors and of three high-school teachers. The president of the Council appointed on said committee Frederic Burk, E. E. Brown, J. W. McClymonds, D. S. Snedden, C. E. Keyes.

The Council then adjourned, to meet in the same place on Wednesday morning, December 30th.

At 9 a. m. on Wednesday morning, December 30th, the Council was called to order by President Moore. At the opening of the meeting the following were present: A. L. Mann, C. E. Keyes, John Swett, R. D. Faulkner, President E. C. Moore and Secretary J. W. McClymonds.

The following members came in later: H. M. Bland, James A. Foshay, Frederic Burk, E. E. Brown, E. M. Cox, P. M. Fisher, O. P. Jenkins, E. P. Cubberley.

W. J. Kenyon of the Committee on Manual Training submitted a report giving, among other things, the history of the growth of

manual training in the United States and the status of manual training in California.

The following resolutions relative to manual training were adopted:

"Resolved: 1. That County Superintendents and boards of education systematically encourage some simple form of manual training in the rural schools.

"2. That manual training courses be established in any training schools directed by the education departments of the universities.

"3. That a special effort be made to more effectually establish manual training in all primary and grammar grades."

H. M. Bland submitted a report upon the supervision of rural schools.

The following resolution was adopted and ordered transmitted to the general body for consideration and adoption:

"That legislative enactment be had so as to permit of the better supervision of rural schools.

C. H. Neilson, on Committee on Teachers' Institutes, submitted a report. On motion, the following resolution was ordered transmitted to the general body for consideration and adoption:

"That legislation be taken that will make it possible for teachers' institutes to be conducted in different ways in the different counties of the State, to the end that institutes may be held that will be most helpful to the teachers of the particular county in which they are held."

Miss Kate Ames of the Committee on Teachers' Reading Course submitted a report and recommended the adoption of the following:

"I. That a State teachers' reading course be adopted.

"II. That the State Council appoint a continuing committee of nine, who shall hold office for one, two and three years, and thereafter that members shall be appointed for three years. It shall be the duty of this committee:

"1. To confer with City and County Superintendents and such others as they may deem expedient and secure their co-operation in forming local reading courses, whose work shall be based upon one or more of the topics suggested in the State reading course.

"2. To advise that the manner of study and the method of presentation be adapted to local conditions as determined by the Superintendent and such persons as he may choose as advisors, and that one day of the institute be devoted to the review and discussion of this topic or topics.

"3. To encourage such superintendents as are indifferent and who fail to see the results to be attained by awakening the teachers

of a county to become readers and students, or who find an immense load of indifference and opposition from those of whom they might naturally expect better things.

"4. That the WESTERN JOURNAL OF EDUCATION be asked to create a department that shall be devoted to the work of the State reading course.

"5. That the topics and general reading for this course shall be:

"I. Pedagogical.

"(a) Ideals of Education, Alling-Aber: Experiment in Education; Henderson: Education and the Larger Life.

"(b) Historical Development of Education; Quick: Educational Reformers; Rousseau: Emild; Pestalozzi: Leonard and Gertrude.

"II. English.

"(a) Methods of Teaching; Arnold: Reading—How to Teach It; McMurray: Special Method in Primary Reading and Oral Work With Stories; Chubb: The Teaching of English in Elementary and Secondary Schools.

"(b) Cultural—Studies of Character and Citizenship as interpreted by J. R. Lowell; Lowell: Lesson on Democracy; Lowell: Essay on Lincoln; Lowell: Poems; Ode recited at the Harvard Commemoration; Ode read at the hundredth anniversary of the fight at Concord Bridge; Lowell: The Present Crisis.

"III. History.

"A new State series: History of the United States for Grammar Grades; Hart: American History as Told by Contemporaries, 4 vols. We would suggest that the State Series be studied thoroughly, and for further study that two or three topics be selected for intensive study."

The resolution relative to a teachers' reading course was adopted and ordered transmitted to the general body for consideration and adoption.

The following Committee on Professional Ethics was appointed: C. C. Van Liew, James A. Barr, P. M. Fisher, Robert Furlong, E. E. Brown, O. W. Erlewine.

Professor E. E. Brown, for Committee on Course of Study, reported that the committee had in course of preparation a teachers' manual for the State, and recommended that the Executive Committee of the State Association be requested to publish for distribution manuals for the State text now being prepared under the direction of the Committee on Course of Study.

The recommendation of Professor Brown was concurred in by unanimous vote of the Council.

A. L. Mann and P. M. Fisher submitted a minority report on tenure of office of teachers. The report was referred back to the committee for further consideration.

E. C. Moore was elected president of the Council and J. W. McClymonds secretary of the Council for the ensuing year.

* * *

The following was submitted to the State Teachers' Association:

San Francisco, December 30, 1903.

To the California State Teachers' Association:

Your Council submit for your consideration and adoption the following:

First: On Manual Training:

1.That county superintendents and boards of education systematically encourage some simple form of manual training in the rural schools.

2. That manual training courses be established in any training schools directed by the education departments of the universities.

3. That a special effort be made to more effectually establish manual training in all primary and grammar grades.

Second: On the matter of teachers' institute:

We recommend that legislation be taken that will make it possible for teachers' institutes to be conducted in different ways in the different counties of the State to the end that institutes may be held that will be most helpful to the teachers of the particular county in which they are held.

Third: On the matter of State teachers' reading courses:

We submit for your consideration and adoption the following:

I. That a State teachers' reading course be adopted.

II. That the State Council appoint a continuing committee of nine, who shall hold office for one, two and three years. It shall be the duty of this committee:

1. To confer with city and county superintendents and such others as they may deem expedient and secure their co-operation in forming local reading courses, whose work shall be based upon one or more of the topics suggested in the State reading course.

2. To advise that the manner of study and the method of presentation be adapted to local conditions, as determined by the Superintendent and such persons as he may choose as advisors, and that

one day of the institute be devoted to the review and discussion of this topic or topics.

3. To encourage such superintendents as are indifferent and who fail to see the results to be attained by awakening the teachers of a county to become readers and students, or who find an immense load of indifference and opposition from those of whom they might naturally expect better things.

4. That the WESTERN JOURNAL OF EDUCATION be asked to create a department that shall be devoted to the work of the State reading course.

5. That the topics and general reading for this course shall be:

I. Pedagogical.

(a) Ideals of Education, Alling-Aber: Experiment in Education; Henderson: Education and the Larger Life.

(b) Historical Development of Education; Quick: Educational Reformers; Rousseau: Emild; Pestalozzi: Leonard and Gertrude.

(a) Methods of Teaching; Arnold: Reading—How to Teach It; McMurry: Special Method in Primary Reading and Oral Work With Stories; Chubb: The Teaching of English in Elementary and Secondary Schools.

(b) Cultural—Studies of Character and Citizenship, as interpreted by J. R. Lowell; Lowell: Essay on Democracy; Essay on Lincoln; Poems; Ode recited at the Harvard Commemoration; Ode read at the hundredth anniversary of the fight at Concord Bridge; The Present Crisis.

III. History.

A new State series: History of the United States for grammar grades; Hart: American History as told by Contemporaries, 4 vols.

We would suggest that the State series be studied thoroughly, and for further study that two or three topics be selected for intensive study.

Fourth—We recommend tha the necessary legislative action be taken to permit of better supervision of the rural schools than is now possible.

Fifth—That the Executive Committee of the State Association be requested to publish for distribution manuals for the State text, now being prepared under the direction of the Committee on Course of Study.

Submitted by order of the Council.

(Signed) J. W. McCLYMONDS.

The Council then adjourned to meet in Room 351, New City Hall, San Francisco, on Saturday, February 20th, at 2 p. m.

Current Developments in Manual Training

A Report Presented to the Council of Education

In the preparation of this report the committee have worked in the belief that the Council of Education does not care for a further theoretical discussion of manual training at this time, but expects, rather, an up-to-date statement as to what is being done and the ways and means by which any existing progress has been brought about. It was further believed that the Council would want to know just how California stood in a comparison with the best sections of the East in the matter under discussion.

A RETROSPECT.

The manual training movement may be said to date from the Philadelphia Centennial, in 1876. An exhibit of students' work was made on that occasion by the Imperial Technical School of Moscow, Russia. The school systems of the United States seemed to be ripe for this suggestion toward the industrializing of our courses of study. Almost immediately an enterprise was set on foot in St. Louis which resulted in the opening of the St. Louis Manual Training School in 1880. This institution is of high-school grade, and it is always regarded as the father and prototype of the manual training high school which to-day forms a feature of the school department in all of the larger American cities. The example of St. Louis was quickly followed by Chicago, Baltimore, Toledo, Philadelphia, Cleveland, Cincinnati and Omaha, and subsequently the cities generally all over the country, so that before the decade had elapsed the manual-training high school, a distinctively American creation, was a thoroughly established fact, and had ceased to be considered an experiment. In thus dating the beginning of the movement we are not unmindful of Senator Morrill's splendid achievements, by which, a score of years previously the foundations of our State colleges had been confirmed along specifically industrial lines. But in speaking of the manual training movement the elementary and high schools are generally understood.

The conception of the manual-training high school did not contemplate an abandonment of cultural in favor of industrial lines of study. Neither did propose merely a clumsily united technical addition to the existing high-school course. The intention was rather to create a distinctly new type of school, whose course of study should be made up of those cultural features which experience had shown to be worthy of place, co-ordinated with a general preparation along industrial lines. This idea confirmed scholarship instead of depreciating it. But it also afforded the opportunity for pruning

the culture studies somewhat, in answer to the question of what knowledge is of most worth.

The course of study of a typical manual-training high school includes five general lines of work:

First—A course in pure mathematics, including algebra, plane and solid geometry and plane trigonometry.

Second—A course in science, including zoology, botany, chemistry and physics.

Third—A course in language and literature, including grammar, composition, literature, history and the elements of civics, with options in Latin, French, German and sometimes Spanish.

Fourth—A comprehensive course in freehand and instrumental drawing.

Fifth—A course of tool instruction, including joinery, wood-carving, wood-turning, molding, pattern-making, soldering, forging and bench and machine work in metals.

While this change was affecting the high school a parallel movement was going on in the grammar grades. Since 1872 a form of educational handicraft known as Sloyd had flourished at Naas, in Sweden. In 1885 this work was introduced into Boston under private patronage. Three years later it was made a part of the course of study in the Boston public schools. In 1890 this work was installed in the Chicago Normal School. Thenceforward the Sloyd movement grew rapidly, particularly in Massachusetts. At present there are three institutions in this country in addition to the original school in Sweden, kept busy in supplying the market with teachers trained in this work. Ten years ago it was convenient, in estimating the progress of the manual, to enumerate those cities and towns that had established courses. To-day this is no longer feasible, since north of Mason and Dixon's line it is the exceptional city of over 15,000 inhabitants which is without grammar or high school manual training, or both.

The kindergarten had made an even earlier start, in the sixties, when Elizabeth Peabody succeeded in establishing it in New England. Thenceforward its progress was rapid and even more vigorous than the two movements already described. Hereupon a conspicuous blank becomes evident as to manual training between the kindergarten and the grammar grades. And this, indeed, is the least happy aspect of the whole situation, namely, that the primary grades, agreed by all psychologists to represent the period of paramount importance in manual training, have as yet failed to establish themselves definitely and consistently in the manual training scheme.

WHAT IS NOW BEING DONE.

In two Eastern States legislative action has been taken toward the more effective establishment of manual training. "In 1885 New Jersey passed a law providing that the State would duplicate any amount between $500 and $5,000 raised by a city or town for instruction in manual training." The laws of Massachusetts make it obligatory on the part of every city of 20,000 or more of inhabitants to provide manual training in both the elementary and high schools. This law determines the matter for twenty-three of the Massachusetts cities, but, in addition to these, eighteen lesser towns have voluntarily taken up the work.

New Yory city was very slow to move, but she has at last one of the most completely developed manual-training systems in the country, extending throughout the elementary and secondary schools. This New York work is particularly strong in the primary grades, where that of other cities is generally weak. Chicago is strong in her grammar and high school courses, and has for the past twelve years been steadily extending her manual-training centers for grammar-grade work.

The city of Cleveland will serve as a type of the present development of manual training in city schools. Supervisor Roberts, in a personal letter, writes as follows:

"In our high schools we have about the usual course, including bench work, wood-turning, pattern-making, forging, machine-work and drawing, covering four years, six periods of forty-five minutes each week, two of which are given to drawing and the remaining four to mechanical work. The first two years' work is provided for at each of our five high schools and the work of the two advanced years at two completely equipped centers. The manual training counts as one of four regular studies, and the pupils receive credit accordingly.

In the elementary schools all the work of the first six years is taught by our regular room teachers in the schoolrooms, with such assistance as can be given them by myself and one assistant. Above the sixth grade the work is given by special teachers. For the seventh and eighth grade work special rooms are provided as centers and equipped for bench work and cooking, to which pupils come from neighboring buildings. Fifteen classes of boys and girls are provided for at one center each week for a single period averaging about ninety minutes in length.

All of the work in the city is provided for by a special tax levy for manual training, which at present amounts to almost forty thousand dollars. Out of this amount provision has to be made for nearly sixty thousand children, including the cost of supplies, salaries of teachers and supervisors, cost of repairs, and the erection

and equipment of such buildings or rooms as are necessary for the work. The manual-training force in our city at present consists of one supervisor, one assistant supervisor, nine teachers of manual training in high schools and nine teachers of wood-work and cooking in the elementary schools."

In fitting up a city manual training department the usual plan is to equip centers as described in Mr. Roberts' letter. This has the advantage of concentrating a complete, and therefore more efficient, equipment. But it also carries the objection of having the pupils travel across town during school hours. The alternative is to set up in each grammar school such an equipment as the funds will allow and have the pupils remain at their own buildings. We have both of these plans in operation in California. San Francisco has seven Sloyd centers and is contemplating an eighth. Each center serves the needs of from three to five grammar schools. In some cases the boys travel as much as two miles by street car. For these long-distance classes the work begins at 9 a. m. or at 1 p. m., thus utilizing the intermissions for the transit across town. The other plan is carried out in Alameda. Supervisor Goodell states the case as follows:

"In each grammar school we have laboratories, one for woodwork and one for cooking, and equipped for twenty-five pupils. There is also in each school an equipment large enough for the largest classes in cardboard construction and sewing. This l tter equipment is kept in the office and travels from room to room as needed.

"I n the first four grades both sexes take cardboard work and basketry. In the fifth grade the girls have sewing, while the boys have cardboard construction and weaving. In the sixth year the girls sew and the boys have woodwork. In the seventh and eighth, while the boys have woodwork the girls have cooking. All work below the sixth year is done by the regular grade teachers, aided by outlines and practical demonstrations by the supervisor."

What we should be particularly interested in here in California is a model manual-training system adapted to the needs of a small city. We are fortunate in having within our own borders another such example. The plant now in operation in Santa Barbara is probably not excelled by any of its class in the United States. As in so many cases elsewhere, the work in Santa Barbara was begun as a private philanthropy and later turned over to the city school department. Miss Anna S. C. Blake founded the school which bears her name in 1891, and maintained it until 1899. Her death occurring at that time, the school passed by deed to the city, although for years previously it had become a regular part of the city school system. Four thousand two hundred dollars is raised annu-

ally by special tax. Out of this sum the entire running expenses of the school are met, including the salaries of three teachers and a janitor, and the working supplies for 750 pupils.

This plant was the first grammar school manual-training establishment on the Pacific Coast. The present organization includes equipments for Sloyd, cooking, sewing, wood-carving, primary cardboard work, and an art room. During the first years of the undertaking the classes were conducted after the regular school hours, but gradually the work was merged into the regular school day program. The working period is one hour and a half.

The sewing and Sloyd begin with the fourth grade and the Sloyd continues to the high school. In the eighth grade cooking displaces sewing and the period is of two hours' duration. The equipment throughout is complete, but very simple and well kept. The models belong to the pupils, who make them. The work is compulsory, although such a term seems a misnomer as applied to manual training, for the children are never voluntarily absent, and the average attendance is much higher than in the grade schools. When the school was at first established the townspeople were at first indifferent, then surprised, then interested and now in hearty sympathy. The same may be said of the teachers.

Speaking generally, the manual-training investment of California compares favorably with that of the best sections of the East. For the purpose of the more readily visualizing the situation, the accompanying map has been prepared. From this map it is to be seen that all of our educational progress, gauged by the manual-training standard, has taken place in the southern half of the State, with Stockton as the northern limit. South of the latitude of Stockton the city without a manual-training course is exceptional. North of that line the State map is an absolute blank so far as manual training is concerned. San Jose and Sacramento are the only large cities in the whole State that have made no move toward joining the majority. There is an unofficial rumor that Sacramento is preparing to get ready to begin to consider the matter. If this impulse should bear fruit, San Jose will stand alone as a monument of other days. Berkeley has been agitating the manual-training question for some years and is now on the eve of joining the general movement. Oakland has long had an effective manual-training high school, and Alameda, as previously noted, has a very prettily developed elementary scheme compassing the whole eight grades. San Francisco, besides seven Sloyd centers, a cooking department and a polytechnic high school, has two excellent industrial schools, endowed and affiliated with the State University. Stockton has a manual-training school of grammar grade temporarily out of operation. Fresno has for several years had Sloyd classes for her seventh and eighth grades.

Bakersfield and Tulare both introduced the work last year. Ba-

kersfield carries a special teacher for wood-work and drawing. Tulare has wood-work from the seventh to the tenth grades, devoting 80 minutes to the lesson. San Luis Obispo is the seat of a State polytechnic school which, while it has a definite leaning toward agricultural interests, is enough of a technical institution to figure prominently among manual-training schools of the State. The unexcelled system of Santa Barbara has already been described. Los Angeles has well-developed courses in Sloyd, sewing, cooking and a variety of primary work. Steps have already been taken to establish a manual-training high school. San Diego, as early as 1891 had installed wood Sloyd for her sixth, seventh and eighth grades, and later added cardboard and raphia work in the primary. Many of the smaller cities and towns in Los Angeles and adjacent counties have invested in some form of manual training. Redlands devotes an hour a week to Sloyd and sewing in grades five to eight, and has also some primary work in cardboard. Santa Ana allows 110 minutes weekly to sewing and cooking in grades six to nine, but no report is made of what the boys are doing. Pasadena has no manual-training courses of her own, but she has her Throop Polytechnic Institute, which, with its elementary, normal and secondary departments, constitutes one of the important manual-training factors of the State. Riverside, Covina and Oxnard have courses in primary manual training, and the course of study for Los Angeles county calls for this work in all the rural schools of the county.

We have overlooked Pacific Grove, which has a course of wood-work for the ninth grade. In Sausalito and Sunol experiments are being carried on in primary manual training.

Of the normal schools of the State all have manual-training courses. The Los Angeles school carries sewing, domestic science, Sloyd and primary work. The San Jose school reports sewing, Sloyd and primary work. The school in San Francisco has courses in sewing, Sloyd and illustrative construction, in the service of the nature study and other departments. The Chico and San Diego schools have courses in primary cardboard work. This inventory of our local manual-training enterprises does not appear trivial when we reflect that thirteen years ago the study was unknown to any schools of this State. North of the parallel of 38 degrees there are a round dozen communities, headed by Sacramento, that should be heard from on this subject.

A manual-training roll-call for the United States corresponding to the one we have just given for California, would create the impression that little remained to be done. We have to remember, that in the generality of cases manual training is a decoration on the course of study rather than on organic and pervasive factor in it. We must not rest content with ornamenting our school reports with professionally phrased rhapsodies on the value of manual training and then following these up with admissions of a most

dismally fragmentary installation of the work. If manual training is a good thing it should be established in a whole-hearted and effective way; that permeates the school department throughout, reaching both sexes and every pupil just as insistently as does our instruction in number and language. Santa Barbara and Alameda have shown that this can be done, and apparently they have shown, also, that it is a good thing to do.

The subject of English, for example, would cut a curious figure in our school reports if candor compelled us to state that it was taught only in two grades, selected somewhat at random, and given in only a portion of our schools and possibly to only one sex. Yet this is the present status of manual training, even in those localities where it has given most employment to the job printer. It is not the present purpose to urge the extension of the program time allowed for manual training, nor a material increase of the present expenditures upon it; but rather the speedy application of this training to every school and grade and every pupil wherever it has been tested and has proven its usefulness.

CURRENT DISCUSSION.

The present tendency in manual-training discussion is to revise our earlier over-positive judgments concerning the rigorous line to be drawn between educational and industrial manual training. Not that the distinction itself is any less valid, but that its force probably terminates at an earlier period in the school course than was at first conceded. Superintendent Balliet, of Springfield, Mass., who is particularly familiar with the psychology of manual training, writes as follows:

I believe a mistake has been made in drawing a sharp distinction between educational manual training and industrial education; between what is said to be "educational" and what is useful. I believe the two have vastly more in common and are oftener identical than has been assumed in our theoretical discussions. * * * Manual training should, therefore, be given a turn in the direction of industrial training more than it has. This is probably not as true of the primary and middle grades as it is of the two last years of the elementary school and of the high school. Following rigidly a series of models, for example, seems to me an artificial thing. * * * Furthermore, the elementary wood-work should, it seems to me, be more closely connected with mechanics and physics than it has been.

"In the second place, our manual-training high schools ought to be made technical high schools. There ought to be courses to fit for the higher technical schools, to prepare the duller boys for a trade (although the high school can probably not teach a complete trade) and courses which would fit young men to become foremen, superintendents of shops, and, in short, to fill those places which come between the engineer and the workman. A manual-training

high school which will accomplish this aim will do work which is no less educational than the work that is now done, and will accomplish far more for its students.

"In the third place, my feeling is that we need to emphasize the art side of manual training, especially in our high schools. Clay modeling and carving ought to have a much higher place than they now have.

"Fourth, I am inclined to think that we ought to do more with clay modeling in the primary and lower grammar grades than we are now doing. I wish to say this merely tentatively, as I am not clear as to just what ought to be done. I have the feeling that below the sixth year of school the problem of manual training has not yet been solved.

"Fifth, in every manual-training high school there ought to be conducted an evening school of trades, which can use the equipments of the day high school.

"Sixth, we need trade schools for boys who have reached the sixth or seventh grade and must leave school to go to work if they have not an opportunity of learning a trade in school. For such trade work there ought to be required a pretty broad basis of general manual training. It will be a mistake if the manual-training teachers stand aloof from this movement to establish trade schools and disparage it because, in their judgment, it is not educational manual training. The movement in favor of trade schools should be kept in close connection with the manual-training movement, and should be directed by the same group of people. To emphasize unduly the educational phase of manual training over against industrial training is to make the very same mistake which conservatives have made in academic training in emphasizing the classics and formal education over against modern languages and the applied sciences."

It will be noticed in the foregoing that Superintendent Balliet sees in the elementary grades below the seventh a manual-training problem which has not been solved—or shall we say a problem which executive school officers have not deemed worthy of solving? And it is in these grades that manual training which is distinctively educational must have a free swing before our public schools can claim to serve their function. The argument has a psychological basis, and is briefly this:

Investigation has shown that certain brain areas develop with special reference to certain activities of the body. There are found to be regions of the brain cortex that control the operations of the eye, and the cells of these areas are developed and matured purely by the use of the eye. Other cortical areas sustain a similar control of and dependence upon the hand. If the hands should be bound

to the body in childhood from infancy to puberty, those special regions of the brain concerned would not develop, and the victim would grow up to be in that measure a mental deficient. Imbeciles, however strong they may be of body, are quite notably without skill of hand. And the autopsy in such cases discovers the brain areas indicated to have suffered arrested development. We understand that some parallel facts are known and others presumed concerning the brain relations generally of the motor and sensory systems, resulting in at least the probability of a general principle that the exercise of any special sense or any co-ordination of muscles, develops them not alone, but also the specific brain regions to which they refer. We have to think of this elementary manual training, therefore, not as transitory diversion in the course of study, but in a very literal and physical sense, a building up of the brain. And if the child is to be handcuffed during his chief developing years, it matters nothing whether the handcuffs are of steel or those invisible ones snapped on at nine o'clock each school day.

The psychologist assures us, further, that this particular piece of brain building cannot be accomplished when we please—in the high school and college, for example. It must be done at the time nature has appointed or it cannot be done at all. It is probably in a measure true, therefore, that our pupils mature mentally in spite of us rather than by our aid, and that the tops, marbles and jack-knives of the playground are unperceived agents for correcting the shortcomings of the elementary course of study. It is for executive school officers to decide whether they can safely lodge this positive responsibility with the undirected plays of our children, or whether we shall not, purely upon this evidence of the psychologist, establish such definite courses in primary manual training as are best calculated to supply this need.

Another active field of present discussion relates to the place of art in manual training. Speaking particularly of the secondary school work, Henry Turner Bailey reminds us that, in the mere tool processes of the shop we are teaching the pupil to do by hand what to-morrow and ever after will be done by the machine, and that the only function that will remain distinctly for the human workman will be the artistic. Here in the United States we are doing tremendous things in mechanical production. We lead the world in a textile output, for example, and yet we have to send abroad for our best quality of fabrics. It is because we have all along laid our stress upon purely mechanical ingenuity at the expense of that artistic culture which goes to properly habilitate a mechanical product in the markets of the world. The point of divergence is in our elementary schools, between the special teachers of drawing and of manual training. When these two individuals conclude to co-operate, the first step will have been taken toward a far-reaching economic change.

A third basis for discussion rests upon the uncertain attitude of the normal schools with regard to manual training. From the outset these institutions have rendered a distinct service in working out courses which stand as more or less useful examples to other schools. One view would hold that this is their legitimate function rather than the ambitious preparation of teachers in a special subject. Even within the committee there is this variance of conviction as to whether the normal school should embark in the work of preparing special teachers or focus its energies upon the adequate training of all 'round grade teachers and the production of example courses of study.

Finally, there is an active discussion arising as to the nature of the manual training in the grammar school. There is a growing dissent, voiced within manual-training circles as well as by educationists generally, from the model-series idea in which the Sloyd system is expressed. A small ocean of manual-training literature is current aiming to show how the systems in use in various parts of the country differ from the Sloyd. As a matter of fact, however, these distinctions are mainly on paper, and in actual practice there has been very little departure from the original Sloyd idea save in some cases to bring about a less defensible arrangement of the models by way of change.

But no more variation in the models themselves, nor in their sequence, will meet the criticism offered. The latter is directed against the idea of the model series itself fundamentally. The point is made that the model and the sequence of the models express didactic preconceptions of the teacher, whereas a more richly educative handwork lies in projects sprung directly out of the pupil's range of interest and activity. The Sloyd people, in meeting these criticisms, maintain that the pupil exhibits a sustained interest in the Sloyd models and that no less formally organized scheme of instruction is adaptable to the conditions governing city schools.

RECOMMENDATIONS.

Acting on the invitation of the Council, the committee offer the following recommendations:

1. That a portion of the State school funds be directed toward the establishment of manual training in communities voting to introduce the work.

2. That county superintendents and boards of education systematically encourage some simple form of manual training in the rural schools.

3. That manual-training courses be established in any training schools directed by the education departments of the universities.

4. That a special effort be made to more effectively establish manual training in all primary and grammar grades.

WALTER J. KENYON.
EDNAH A. RICH.
GEORGE A. MERRILL.
WALTER A. TENNEY.
EDWIN R. SNYDER.
Committee.

* * *

Report of the Committee on State Teachers' Reading Course Before the Council of Education

We, your Committee on a State Reading Course, would recommend:

I. That a State teachers' reading course be adopted.

II. That the State Council appoint a continuing committee of nine, who shall hold office for one, two and three years, and thereafter that members shall be appointed for three years. It shall be the duty of this committee:

1. To confer with city and county superintendents and such others as they may deem expedient and secure their co-operation in forming local reading courses whose work shall be based upon one or more of the topics suggested in the State reading courses.

2. To advise that the manner of study and the method of present action be adapted to local conditions as determined by the superintendent and such persons as he may choose as advisers, and that one day of the institute be devoted to the review and discussion of this topic or topics.

3. To encourage such superintendents as are indifferent and who fail to see the results to be attained by awakening the teachers of a county to become readers and students, or who find an immense load of indifference and opposition from those of whom they might naturally expect better things.

4. That the WESTERN JOURNAL OF EDUCATION be asked to cre-

ate a department that shall be devoted to the work of the State reading course.

5. That the topics and general reading for this course shall be:

I. Pedagogical.

(a) Ideals of Education—Alling-Aber: Experiment in education; Henderson: Education and the larger life.

(b) Historical development of education—Quick: Educational reformers; Rousseau: Emile; Pestalozzi: Leonard and Gertrude.

II. English.

(a) Methods of teaching—Arnold: Reading—how to teach it; McMurry: Special method in primary reading and oral work with stories; Chubb: The teaching of English in elementary and secondary schools.

(b) Cultural studies in character and citizenship as interpreted by J. R. Lowell.

Lowell: Essay on democracy; Essay on Lincoln; Poems—Ode recited at the Harvard Commemoration; Ode read at the hundredth anniversary of the fight at Concord bridge; The Present Crisis.

III. History.

A New State Series: History of the United States for grammar grades. Hart: American History as told by contemporaries (4 Vols.)

We would suggest that the State Series be studied thoroughly and for further study that two or three topics be selected for intensive study.

KATE AMES (Chairman).
J. H. GARNER.
D. S. SNEDDEN.
MINNIE DeVILBISS.

Committee on Teachers' Reading Course appointed by the State Council of Education.

I approve the general principles of this report but believe the course should be fuller in electives. I dissent from the recommendations for pedagogical reading in so far as these may be offered to teachers as an essential preparation for better practice and skill in teaching.

FREDERIC BURK.

FOOTNOTE—The article by Superintendent Kate Ames appeared in the February number of THE JOURNAL and is thus omitted from this issue.

High School

Charles L. Biedenbach
President

A. E. Shumate
Secretary

SOME PROBLEMS IN ATHLETICS IN THE SECONDARY SCHOOLS

PERRY T. TOMPKINS.

The athletic problem for the high school faculty to consider to-day is not whether it shall encourage athletics in the schools, but the form and direction its encouragement shall take. Athletics has come to be such an integral part of our school life that we must accept its presence as permanent and direct our attention to the question of how we can utilize this form of activity to help us accomplish the ends for which our schools exist. Here is a form of activity which interests practically all of our students. We ought, then, to so direct and use this interest as to help us in our business of developing and moulding character and fitting our students to be most useful in life. The question of how best to manage this is really our main athletic problem. Its solution would probably solve the minor but exceedingly exasperating problems which we find continually breaking through the side lines of every high school athletic field, the discussion of which is the object of this paper.

In order to get at this, and to suggest a possible solution, I shall first consider very briefly what the high school faculty should expect athletics to do for its students, and, secondly, what the school is actually getting at the present time.

First, of course, we expect athletics to build up strong physiques; that the athletes themselves should develop into strong, robust men, and their example should be such an inspiration to the onlookers that they should desire to become strong and sturdy also.

Secondly, by proper exercise, to enable our students to do better school work. This, to me, is one of the most important reasons why the faculty should take a hand in athletics and see that as many pupils as possible profit by some form of regular exercise.

Athletics should teach the student to treat his rival with respect and consideration, to desire to win from him only by fair means and superior merit, to recognize his good qualities and to applaud his efforts. It should teach him to hold his temper in the heat of contest and under the most trying circumstances, to accept defeat with good grace, and victory with proper consideration for the defeated. Similarly, this should be the attitude of the student body, as a whole, toward its rival schools. The stu-

dent body should learn that its rivals are worthy of its respect. If they are not, then it is a disgrace to compete with them, and a victory won from such opponents can have no honor in it.

In other words, athletics should make our students honest, generous sportsmen. A school filled with such students would probably be a splendid school from a disciplinary point of view.

Now, what is the actual situation in the schools? In the first place, we find too much athletics, *i. e.*, too much athletics confined to too few students. Walter Christy, trainer for the University of California, in a recent article *(Lowell High School Monthly)*, protests strongly against over-indulgence in athletics. He says that much of his time is spent in overcoming the harmful effects of over-exertion in the high schools. To some extent, then, athletics is not tending to build up strong physiques in those who actively participate. Furthermore, this over-indulgence interferes with school work, because it absorbs too much of the students' time and energy. Our athletic teams are composed of too great a proportion of students who are not maintaining even a passing standard of scholarship, many of whom might be doing better school work were they not spending so much of their time and energy on the athletic field.

On the other hand, too few students participate. If the time actually spent, particularly if we could add in the time squandered in idle gossip and dreaming on the subject of athletics—if this time could be apportioned among a larger number of students and spent in a business-like way on the athletic field, infinitely better results would be obtained.

Now, while the charges of over-indulgence and poor scholarship are serious ones to lay at the door of athletics, there is still another charge which to my mind is much more serious than these. The above charges affect only a part of the student body, while this other concerns the whole school—I mean the unsportsmanlike attitude of the students. This attitude has several aspects. It is willing to win by any means, fair or foul. It will import students for the purpose of winning. It will use unfair means in the heat of contest, and the partisan onlookers will tolerate the same. It refuses to appreciate, or even recognize, the good qualities of its opponents, and insists on treating them as enemies. It results in the application of opprobrious, insulting, and, as I have actually witnessed, vile epithets to its rivals, and finally ends in the taking of personal property, the mutilation of public property by the painting of taunting signs, and indulgence in personal encounters. The development of such an attitude as this certainly cannot be considered as good for the character of the student or for the discipline of the school of which he is a part.

Now, these are charges which cannot be localized here and

there, but are quite general. I can, and, probably, all high school teachers present can cite many instances of these. Here is one that is all too common. One day, early in the term (you may be sure it was within the three weeks' limit), the captain of the football team of a certain high school ushered into the school a big, husky-looking stranger and asked to have him enrolled. The new student had a certificate from another high school and said he wanted to take bookkeeping, penmanship and arithmetic. When told that these subjects were not taught in this school, the captain then asked if some teacher could not teach these subjects on the side, and allow the young fellow to be registered in the school. He was told that this could not be done, and the young man was assigned to a first year class and told he would have to do the full work of that year. He still insisted on his bookkeeping and penmanship, and added: "At the other school they told me that I could take bookkeeping and penmanship till after the field day, and then I could go back home." The young man, by the way, lived in the country. He was advised to go back to the other school. To the regret of the captain, he did so, and won points for that school in the next field day. Now, this case illustrates several very prominent evils: (1) The so-called recruiting, the inducing of athletes to go from one school to another; (2) The inducing of athletes to enter a school for the purpose of athletics only. (The principal of a prominent school said last year that he was satisfied that nine of the football players of his school were there for football only.); (3) The maintaining of athletes in a school for the purpose of athletics only, permitting them to take little or no school work, or to do work of a very poor grade of scholarship.

Not a term passes but we have many instances of the intense and bitter feeling existing between rival schools. Instances of personal encounters occur and are more or less frequent. This past term, just after an athletic contest, I saw fully two hundred students engaged in a general fist fight. Such occurrences as these surely cannot have a good effect upon the morale of a school, or the characters of its individuals.

The foregoing practically comes to this, that our schools are making too much of a business of athletics for the purpose of winning, all of which shows a strong tendency toward professionalism. This criticism, the professional aspect of our athletics, has been repeatedly and, it seems to me, justly made. This disease in our high school athletics is simply a contagion from the colleges and universities, from whom we ought to expect something better.

Now, if these athletic ills are to be cured, it can be done only by dealing directly with the cause, and the fundamental cause,

as we will all agree, is an inordinate, unrestrained desire to win. The desire to win, when restrained within proper bounds, is certainly a legitimate one. Life is made up of all sorts of battles, and competition is bound to enter prominently into the lives of our students after they leave our doors. But the desire to win in athletic contests takes such complete possession of our students that they will go to any extent to secure the desired victory, even to the point of sacrificing honor. It leads them frequently not only to resort to unfair methods in the excitement of a contest, but to coolly plan questionable tricks, to use objectionable methods in obtaining athletes, to look upon anyone who attempts to prevent the realization of their desire as an enemy, and to proceed to treat him as such, with the result that the train of disciplinary disorders already mentioned follows.

The desire to win has led to the introduction of another evil, the employment of a professional coach. Here the desire has reacted upon, and multiplied itself, for the coach has a reputation to make, or preserve, and feels, therefore, that he must win. The result is that he encourages the athletic immigrant, overworks the athletes, teaches them how to use questionable methods without being detected by the officials. In fact, he lowers the bars all around the athletic field, if there were any up at the beginning, for the introduction of all sorts of unsportsmanlike methods. Some writers on athletics in the colleges and universities are inclined to attribute the most of the evils of the present athletic situation to the presence of the paid coach.

The employment of the coach increases the money-making fever. He must be paid, and, furthermore, he demands an expensive equipment for his men. Every year some of our students wreck their school reputations on the money-making reef. Our football managers nearly always come to grief before the season is over.

Now, the cure for all these athletic ills, or rather approximate cure, for a complete one can scarcely be hoped for, rests with the faculty. This cure cannot be effected at once. It will require long, continuous and patient effort, because the cure can be effected only by the establishment of a high athletic ideal. To teach this ideal is the duty of the faculty, and it can do this only by precept, example and regulation. There should be a definitely planned, continuous, patient and tactful effort on the part of the entire faculty of every school to teach the pupils a wholesome conception of sport. The faculty must preach true sportsmanship first and last and all the time. Henry Ward Beecher said it took him twenty years of continual preaching to instill an important idea into his congregation. It seems to me that one of the worst criticisms that can be lodged against our high schools at the present time is the small amount of ethical training given our students. Athletics is one medium through which some of this

training can be given. While the faculty is preaching true sportsmanship, it must also demand it, and treat infringements of its demands with the utmost severity. Insistence upon right behavior by those in control will accomplish more toward teaching good morals than any amount of good preaching.

The first suggestion, then, that I have to make, looking toward an improvement of the present athletic situation, is faculty control of athletics. The notion that athletics is a student affair is untenable, I think. As long as the athletic team is supposed to represent its school, the faculty alone is to be responsible for that team, and it is no more of a student affair than the accrediting of a class in solid geometry by the University.

The faculty is responsible for the acts of its students. It is responsible for any body of students representing the school and competing under the school name. Hence it follows that athletics is not an affair merely of the students, but is one of the most important affairs of school life with which our faculties should have to deal.

The students are a reflection of the atmosphere of the school of which they are a part. This atmosphere is created and maintained by the faculty. Its character is determined by the faculty. If athletic control is left wholly to the students, it will probably turn out bad in the end, for the student is only too prone to allow his desire to win to push all considerations which may operate adversely into the background. Is the faculty member any safer than the student? Many instances can be quoted to show that he is not absolutely safe. Still, I think that if he once assumes the responsibility of athletic control, that he will restrain his desire to win within proper bounds and will be much less likely to yield to temptation, especially if he is set about by proper safeguards in the way of athletic rules.

Every member of a faculty should do something outside of the mere routine of teaching that will tend to develop the characters of the students by inspiring in them better ideals. This can best be done by taking an active part in something which interests the students.

Now, faculty control should not only include the control of the athletic league by having the representatives consist of members of the faculty, but should extend to the individual schools. The athletic interests of each school should be managed by the faculty. Details of the work can be turned over to students selected at the discretion of the faculty, but these students should be responsible to the faculty just as they are for their assigned school duties. A teacher should be present during practice hours, and there should be a faculty representative of each school at every contest. Infringements of any athletic rules should be promptly and severely dealt with.

There is one particular branch of athletics in which the evils

I have mentioned have reached their most perfect development. It is in football that the ambition to be victorious has had its most disastrous results. In fact, the results are such as to compel many of us, who in the past have been most active supporters of football, to seriously question whether the game has any place at all in academic athletics.

Eleven years of interested and active observation of academic football have about compelled me to the conclusion that it has no place in the high schools.

The game as it is played is too severe a strain on the boys of high school age. It has been my observation that after a season of hard work, and particularly after hard games, the boys were not their normal selves again for weeks, and even months. They were languid in their movements and showed lack of energy in their school work. The strain had dulled their mental alertness. Many have admitted this to me. A very great many have said that their afternoon's training left them too tired to do any effective school work in the evening. I am a great believer in exercise, regular exercise, for students, but this exercise should be of such a character as to act as a stimulant for study. I am sure that football as played does not do this. It certainly detracts from the energy which should be spent on school work and the physical development which it gives can be gotten as well in other ways without such frequent and serious risks of over-exertion and injury.

Of course, it will be contended by some that the game more than compensates for those losses by development in other lines, *e. g.*, the mental development resulting from the mastery of the fine points of the game, the training in discipline resulting from team work, division of labor, absolute and prompt obedience, overcoming of obstacles, fighting an up-hill game, loyalty, etc.

All these are good points, but I think we are very apt to overestimate the training effect of football in these lines. I do not think there is apt to be any very great overflow of the mental momentum acquired in this way into even closely allied channels. I do not think the physical courage, so necessary for playing a successful game of football, strengthens at all the moral courage, so necessary for fighting the practical battles of life.

The football player does not become any better student, does not become any more faithful and reliable in his school work or matters pertaining to school life. In fact, the effect is generally the reverse. The great, very great, majority of the players become poorer students, less reliable, and, I think, less refined in nature. It seems to me that it tends to bring to the surface the coarser elements of the boy's nature. I might add here that a very serious objection to football is that it tends to bring together

the coarser elements of the school, and by thus concentrating them, has a most serious effect upon the discipline of the school.

One of the best players in the Academic league last year, who played a star game in the final game of the season, told me that he did not remember a single event of the game. He could remember what happened between halves, but nothing of the game. He made no mistakes in signals, etc.; even kicked a goal. He had learned his football lesson well. He has played football four seasons. Yet I do not think it has helped him as a student. The football lessons of promptness and obedience do not help him in his school work. Thoroughness is not one of his virtues, nor the power of application either.

Now, if this is at all a conservative statement of the football situation, we must do one of three things:

(1) Lessen the demands of the game in energy and time, and, if possible, reduce the brutality.

(2) If left as it is, give it a time allowance in the high school curriculum.

(3) Abolish the game altogether.

My experience in observing football in the schools has gradually brought me from an enthusiast on high school football to the point where I stand ready to favor the third. I am still a football crank. I do not know why, but I don't see clearly how the game can be handled to advantage in the high schools.

In conclusion I would make the following recommendations as a possible solution of this athletic problem:

(1) Faculty control, as already explained.

(2) That in addition to the present requirements of the athletic league we require of each student in order to be allowed to enter athletic contests.

(a) That he shall have finished with a passing standard of scholarship twelve periods of the previous term's work. (On a basis of twenty periods per week per term required for graduation.) This will prevent athletes from dropping out at the end of the athletic season and returning again next year.

(b) That at the time he shall be taking not less than twelve periods of new work, and not less than a total of fifteen periods.

(c) That if he has entered from any other California high school, he must complete one term before being allowed to contest. This will prevent athletic immigration.

(3) That a certificate to replace the one now required by the athletic league be made out in conformity with these rules, requiring from each principal for each athlete explicit statements concerning each of these conditions.

(4) That each athlete be required to maintain a passing standard of scholarship in at least twelve periods of his work, and that before each athletic contest each principal must submit to

the proper committee or person a list of his team, together with the number of periods being taken and the number in which a passing standard of scholarship is being maintained.

(5) That candidates for the football team be allowed to practice not more than two times per week on school days to within one week of the first league game, and after that not more than three times per week, one of these to be on Friday. (Note, this does not exclude practice on Saturday). Appearance in football suits to constitute a practice.

(6) That no money shall be expended for training nor for coaching, not even for the necessary expenses of volunteer coaches or trainers.

(7) That the president of this association appoint a committee to investigate athletic conditions and methods of athletic control throughout the country, and, at the next meeting of this association, to report the results of such investigation and make such recommendations as it may see fit for the betterment of athletic conditions on this coast.

* * *

HIGH SCHOOL TEACHERS' SALARIES

JOSEPH O'CONNOR.

To reach a conclusion relative to the sufficiency or insufficiency of the salaries paid teachers of public secondary schools in this State, I have assumed that I should compare the quality, and I think I may say, indispensability, of the teacher's labors with those of the members of other professions, and offset their earnings not only against those of other professional people, but against those of other public servants and against the wages at present paid to artisans and skilled laborers in California. I shall also call your attention to the relative remuneration of city teachers in the different sections of the country as shown in the report of the United States Commissioner of Education and of secondary teachers in California and San Francisco as compared with corresponding salaries in other great centers of wealth and population.

Teachers are required not only to instruct the youth of our land in those branches of human knowledge calculated to fit them to take part in the business of life, with its varied professions and industries, but they are expected to second the parent—often, indeed, to take their places—in building up the characters and business habits of the pupils. People very generally, and especially those who seem to think they sub-let to the hired instructor the task of developing the minds and morals of their children, set but little value upon this portion of the teacher's duty. Indeed, opposition, rather than assistance, is frequently offered by those

parents who are least able to secure order and proper conduct in their own small families, when teachers endeavor to apply the rules and regulations necessary for the best performance of the duties of the much larger and more incongruous family of the class room.

I maintain, however, that the character-making and the moral training of school children are as much a necessity of public instruction as language or mathematics or history, not only because those subjects are unlikely to receive sufficient attention outside the schools, but because they are fully as necessary in the preparation for professional and industrial life as the latter, and because strong character and that moral sense of right which demands fair treatment for everyone, are the prime necessities of citizenship wherever the government is by and for all the people.

But, it will be argued, parents who are intelligent will fully perform these duties. I fear not. Certainly not to the extent imperatively demanded for children of the high school age. Now, I would not be understood as conveying the idea that parents in general are disposed to neglect their duties or are incompetent to perform them. On the contrary, I believe that most parents are anxious that their children should have this training, and very many could themselves give it, had they the leisure, but, in almost every instance, the father is busily occupied in providing sustenance for the family, while the mother is as busily engaged in managing the affairs of the household; therefore parents cannot find time, even if they should possess the ability, to educate their children up to the duties and requirements, constantly increasing, of modern social and civic life. Consequently these duties devolve upon the preachers and the teachers. Hence I believe that the inculcation, on the rising generation, of those principles which make and hold men broad, just and noble, is the highest function of public education, and worthy of the life-long effort of the highest intelligences.

Thus it is that the true teacher, who looks ever to the future success and welfare of his young disciples, must act *in loco parentis,* not merely in restraining unruly pupils and in developing their moral qualities, but in giving them habits of industry, punctuality and system; teaching the value of truth and fair dealing; and, at least in the higher grades, showing through the lessons of history, the evil results of tyranny and oppression and the blessings that flow from justice and liberty.

In the lowest grades, the teacher who would succeed must gain the attention and regard of her pupils with the gentleness and tact of the intelligent mother, and must preserve order with the firmness and fairness of the intelligent father. In addition she must know, or if she does not, she must soon learn, how best to reach the minds of her little clients; what subjects should and should not be presented at the beginning of the road to knowledge;

when her pupils understand and when they only think they do; and how the children's first impressions of those wonderful new acts and subjects of thought may be developed and built upon, so that the lessons on every subject shall proceed, without unnecessary loss of time or effort, and in proper sequence, from the simple to the complex. Of course these powers are exercised with varied success dependent upon the natural ability, education and experience of the teacher, but, I would ask, is this a kind of work that everyone may do? Is it as easy as building a wall or plastering a room, or mixing mortar?

As we ascend the educational ladder to the higher grades, the teachers must possess the power to control and the ability to direct in a much higher degree than is necessary in the lower classes, and must be keen to detect and make good the omissions and to correct the misconceptions of the preceding work. Again I ask: Is this governmental power, this quickness to discover uncertainty regarding fundamental principles, a common inheritance? Are fine scholars necessarily competent governors and tactful disciplinarians? College professors, for example, are admittedly excellent scholars, good lecturers and sharp examiners. They have taught themselves successfully, but I should very much like to see some of them test their ability as teachers of others, in an elementary or secondary school. I think a little experience of that kind, they being responsible for the order and success of their pupils, would bring some of these gentlemen to learn where now they kindly come to patronize.

Who has the more difficult task, the surgeon who studies the anatomy of the human body, with the facts brought out by his great predecessors for guidance; the lawyer, whose business it is to offer, in accordance with his interests, his interpretation of laws made and provided by legislators whose power of expression, knowledge of human nature and sense of human right are often woefully deficient; or the teacher, who, to succeed, must constantly study, with few fixed principles to guide him, that ever elusive, every varying, ever surprising collection of qualities and peculiarities, abilities and deficiencies—the growing, developing human mind?

I presume many of you have had some personal experience of the values placed by M. D.'s and lawyers upon their services. For myself, I am glad to say, I have had very little; but recently one of my friends, a young man twenty years old, of good constitution and condition, underwent a somewhat common surgical operation to correct an injury received through an accident. The surgeon's fee for his personal services was $160, and he said his charge would have been $200, only that the hospital charges were some $80 more than they would have been had the patient been sent to the general ward as soon as he was fit to go there. Of

course, he was dealing with one of those plutocratic schoolmen who, if they are not rich, ought to be.

There is little need to refer to lawyers. Anyone who reads the papers must have some idea of the great fees they ask and receive. Indeed, attorneys who are willing to give their services for small fees are looked upon as "shysters," just as doctors, guilty of the same offense, are stigmatized as "quacks," and I believe the free use of these opprobrious terms keeps up their fees better than a "union" would.

Can the successful man, who succeeds in business or in some other profession than teaching, be expectetd for that reason to succeed as a teacher? Unfortunately, statistics cannot be invoked to determine whether the answer to this question should be affirmative or negative, for the excellent reason that the successful business or professional man will not forego pecuniary ease to embrace the comparatively unremunerative vocation of the teacher. It is, however, easy to see that as the doctor or the lawyer must be specially instructed preparatory to the practice of his profession, so must those who intend to engage in public instruction be specially educated and trained in preparation for the practice of their profession. I believe the study necessary to fit a person to have the legal right to teach a grammar grade class is fully as taxing as that required to fit one to take an M. D.'s or a lawyer's diploma; but whether this be so or not, it is certain that neither the doctor nor the lawyer is called upon to exercise over his patients or his clients those disciplinary measures, that power of control, without which the teacher would justly be considered a failure.

Trained and experienced teachers frequently enter the other professions and succeed brilliantly therein. Many years ago, in a city in this State, in which I was conducting a teachers' institute, I was introduced to a gentleman who, I discovered later, was a successful attorney. On asking if he was a teacher he answered: "O no. For heaven's sake, don't think that of me. I have been suspected of many things to which I should have to plead guilty, but this is the first time anyone has charged me with that." I was pleased to learn that my suspicion was wrong, though when I told him I was glad I was mistaken, he seemed to doubt the sincerity of my sympathy. I presume I must have sneered just a little, because I thought of President Garfield and Speaker Reed and of the scores of ex-teachers who have held high place in the councils of their country, and whose names and good deeds will go down to posterity. Few indeed are they who leave the other professions to become great teachers, but many are they who leave the profession of teaching to become great lawyers and doctors and statesmen—great men in every walk of life in which merit may lead to prominence.

Why is the business of teaching, without which our abound-

ing industrial vigor would become effete and our liberties and civilization soon be lost to us, why is this business that should be the noblest and most honored of all, subjected to this double handicap? Why, especially, do bright young men without our profession avoid entering it and bright men within it seek other avenues of progress? The answer, it seems to me, is unavoidable. It is because other pursuits pay well for ability, and teaching does not. Teachers' salaries are small, very much smaller than is generally supposed, their opportunities for profitable investment are extremely limited, and all the more so if they are good teachers, absorbed in their business. In cities they are prisoners attending to their school duties, away from the trade centers during business hours. In town or country the making of programs, the examining of papers, the attendance on meetings after the hours of instruction, and, as I have said, if they are good teachers, their absorption in their work, leave them little time to attend to their private interests.

Everyone who takes the trouble to think upon this subject knows that the prosperity of a nation depends, almost entirely, upon the excellence of its schools, and every thoughtful person must see that, as the nation advances in agriculture, manufacture, commerce and engineering, the schools must advance in efficiency to keep pace with the demands of these pursuits. America is constantly taking new ground in these departments of industry. We are said to lead the world as a manfacturing and engineering nation, but we can maintain our prestige only through the superiority of our schools, especially our high schools, which are now as necessary as were the grammar schools of twenty-five years ago. There is but one way to accomplish this, and that is to employ the best teachers available, without regard to political or personal influence, and, when their ability is proved, to pay them wages high enough to retain them.

I believe the universities may be relied upon to furnish scientific leaders for our national activities, but in order to do so, they must give more attention to science, even at the expense of the work so vaguely covered by the term "culture." The great British universities have for hundreds of years been simply collections of culture colleges, but the leading men of that nation are at present crying aloud for more universities and more science in the universities, if they are to hold their place as a great commercial power.

In last September, Sir Norman Lockyer devoted his address as President of the British Association to this subject. I quote a few sentences to show what he thinks the United Kingdom should do to uphold and improve her commercial standing. He names several English statesmen who show by their speeches, from which he quotes, that they view the matter as he does. Here is a sentence from Mr. Chamberlain: "I do not think it is

necessary for me to say anything as to the urgency and necessity of scientific training. It is not too much to say that the existence of this country as the great commercial nation depends upon it."

Mr. Lockyer goes on to say: "In 1888 Great Britain voted £21,500,000 in order, during the next five years to inaugurate a large ship-building program, so that Britain and Britain's commerce might be guarded on the high seas in any event. Since then," he adds, "we have spent £120,000,000 on new ships, and this year we spend still more millions on still more new ships." Then he proposes that as the nation has spent so much to improve its naval power in order that its commerce may be protected, it should now take the same course relative to its brain power, so that its commerce may be improved. He says: "Let £24,000,000 be set apart from one asset, our national wealth, to increase the other, brain power."

In support of the wisdom of this step, he goes on to say: "I am told that the sum of £24,000,000 is less than half the amount by which Germany is yearly enriched by having improved upon our chemical industries, owing to our lack of scientific training."

I presume some of you are beginning to fear that I am forgetting my subject. I am not, however. The universities will have to meet the increasing demands of industrial life. They must furnish foremen, leaders, for its various departments, and well equipped, well trained teachers for the scientific and commercial departments of the secondary schools. I am very certain that when higher scientific work is demanded here, as in other countries, of the gentlemen of the universities, they will not be bashful in requiring better and higher work of the high schools. But this better work cannot be done in these schools unless good salaries and some provision for old age induce bright men and women to enter and remain in them as teachers.

And now as to prevailing rates of salary. I wonder how many of these persons who claim that teachers are paid too much for the services they render know what they really are paid! Indeed, I do not myself know just how low they average for states and divisions, as the figures in the United States Commissioner's report are for cities of over 8,000 inhabitants. This, of course, omits the district schools. In 1900-1901, in California, there were less than 2,300 teachers in these cities, whereas the number in the entire State was 8,082, so the average would be very much lowered by including these 5,800 short term country teachers. I should say the reports are published biennially, but I shall give the average salaries for the same years. Here they are by divisions:

Annual Aver.	1899-1900.	Monthly.	1900-1901.	Monthly.
N. Atlantic ...	$714 48	$59 54	$748 24	$62 35 Inc.
S. Atlantic	566 72	47 23	541 55	45 13 Dec.
S. Central	539 56	44 96	525 08	43 76 Dec.
N. Central	623 97	52 00	636 99	53 08 Inc.
Western	810 30	62 53	776 35	64 67 Dec.
For best paying States—				
Massachusetts .	$728 69	$60 73	$730 00	$60 83 Inc.
New York	851 44	70 95	927 90	77 33 Inc.
Illinois	745 13	62 09	765 06	63 76 Inc.
Colorado	820 75	68 40	849 04	70 75 Inc.
California	943 05	78 59	850 26	70 86 Dec.

In California the average annual salaries for high school principals for 1901 and 1902 were as follows: 1901, men $1,363.40, women $1,123.50; 1902, men $1,397.70, women $1,204.80. (There were but four or five women principals in the State.)

The average salaries for assistant teachers in California high schools were: 1901, men $1,056.80, women $1,003; 1902, men $1,042.40, women $912.80.

In San Francisco, principals were paid $3,000 per annum, and assistants: 1901, men $1,680, women $1,590; 1902, men $1,620, women $1,530.

I have not been able to find the average annual salaries paid high school teachers in other States, but the following statistics will show that the assertion so often made that San Francisco teachers of the higher ranks are the best paid on earth is entirely groundless:

New York—Principals with 25 or more classes, $5,000 per annum; principals with less than 25 classes, $3,500 per annum. Junior teachers, women $700 to $1,000; men $900 to $1,200. Regular assistants, women $1,100 to $1,900; men $1,300 to $2,400. First assistants, women $2,000 to $2,500; men $2,500 to $3,000.

Boston—Head masters, $3,780; masters, first year, $2,340, annual increase $140, maximum $3,060; assistants, first year $1,140, annual increase $60, maximum $1,620.

Philadelphia—Principals, $4,000; heads of departments, $3,000; professors, $2,500; assistant professors, $1,800; instructors, $1,250.

Chicago—Principals, $2,000 to $3,000; teachers, $850 to $2,000.

Cleveland—Principals, $3,500; clerks to principals, $500 to $800; teachers, $1,000 to $2,000.

St. Louis—Principals, $2,472 to $3,605; assistant principals,

$2,163 to $2,473; head assistants, $1,648 to $2,060: first assistants, $1,456 to $1,854.

Newark—Principals, $3,500; vice principals, $2,000; teachers, $800 to $2,000.

Lowell, Mass.—Head masters, $3,000; sub-masters, $2,200; teachers, $400 to $1,500.

A friend who had seen by the papers that I was to read a paper on high school salaries said to me last Monday: "Teachers are paid too much." The gentleman happened to be an architect, and in answer to my questions regarding the wages paid to persons engaged in the building trades, I discovered (1) that there were about twenty-five working days per month, that double rates were paid for night work and work on Sundays and holidays, and that (2) the following rates were current:

Laborers, $2.50 per day or $62.50 per month; hod carriers, $3 per day or $75 per month; bricklayers, $6 per day or $150 per month; carpenters, $4 per day or $100 per month; plasterers, $6 per day or $150 per month; plumbers, $5 per day or $125 per month; iron workers, $3.50 per day or $87.50 per month; painters, $3.50 per day or $87.50 per month.

Now I asked: "What do you think the average salary of the San Francisco teacher is?" He did not know. Yet, when I told him that, including the superintendent and deputies, the school directors, the principals and the high school teachers, the average salary of our city teachers, according to the last report, was $78.50 per month, and for the United States was about $55 per month, he insisted that our inexperienced teachers are paid too much, that he believed the superintendents and teachers who have others under their direction are not paid enough, that perhaps the high school teachers, who have to control large boys and girls and to give instruction in the higher branches, are not paid enough, and that the high wages paid artisans and others were so many "cinches" sustained by the unions against the employers, who, if they were pressed much further, would quit building. He added that the rates paid by private individuals do not constitute a proper criterion by which to judge the rates that should be paid for public service, and that the wages of teachers should be compared with the salaries of steadily employed clerks. I did not tell him that the increased cost of living caused by the increased wages of the industrial classes, should, in fairness, procure an increase in salaries, because there was much food for thought in his ideas and I wanted to hear him out. My friend, who is a very intelligent gentleman, was quite prompt to express the idea which, judging by the statistics I have relative to high school salaries in the large cities of the East, seems to be spreading over the country, namely, that those educational positions which call for high governing power, and especially when this governmental quality must be coupled with the ability to direct

assistants, as in the case of principals, and with advanced scholarship in specialized subjects, as in the case of high school instructors, the value set upon this work in California is not nearly high enough. Judging by the statistics, the work of the California high schools is equal or superior to that of any other State, and it is difficult to understand that while wages and business salaries are higher here than in most of the other states, high school salaries should be lower. Perhaps the practically unanimous requests of teachers, as in New York or Chicago, may have had something to do with it.

I took his suggestion regarding the salaries of clerks under the civil service system and other permanent employees of this city, and here are the results for the year ending June, 1901:

Seventeen hundred and thirteen civil service employees were paid $1,888,262, giving an average salary for the year of $1,102.31. Five hundred and eighty-eight policemen averaged salaries of $1,285.88, and those who retired received pensions and relief amounting to $58,075. The salaries of 457 firemen averaged $1,135.11, and those who retired received $15,918 in pensions. The average annual salaries for teachers was $928.18, and they received no pensions.

From all these figures several deductions may be drawn. Among others:

1. Teachers are nowhere paid wages sufficient to enable them to lay by a competence for their declining years.

2. If they attend properly to their business, they cannot find the time and are not likely to acquire the experience that would enable them to make profitable investments.

3. They should take steps to teach the public that they are of more consequence than the bricklayers or the plasterers, that having given a lifetime to the service of the public, they are as worthy of pensions when their powers decline as police or firemen, or even uncrippled soldiers, and

4. They should imitate the trades unions in banding together for mutual protection and fair treatment, but they should admit to their societies only those whose worth experience has clearly proved. They should give no support to weaklings and failures. They should keep their own counsel, carefully consider all important propositions and act in the public interest as well as in their own, with moderation, entire fairness and justice, and if they do these things wisely, they will not appeal to the fairness and generosity of the American people in vain. In my opinion the time for individual effort on the part of teachers, relative to common interests, has passed, and the time for united effort has arrived.

Should Admission to One of the Culture Colleges Be Made Possible Without Faith

JAMES FERGUSON

One of the remarkable advances made in secondary education is shown by the extensive curriculum which it embraces. This has come about through the development of new subjects to be taught and the recognition which is given by modern schoolmen to the needs of individual students. To complete all the work done in any one of the best of our high schools would require from seven to ten years, while only four years are required to complete a course for graduation. The fact that so many different subjects are included in the secondary school program is evidence that they are all considered to be of sufficient importance to occupy the time of those attending school. It is evident that all subjects are not considered equally well adapted to the individual needs and abilities of all students. If this were not so, one-half of the subjects would be dropped from the curriculum. There is a problem, then, to be solved in connection with every individual entering our high schools, *i. e.*, to determine what shall be his course of instruction. This involves the relative values of the different courses in connection with the ability of the student and the sphere of life to which he desires to be fitted.

The principal who is called upon to advise in the selection of courses of study is in a most responsible position. Should he turn to the heads of the different departments in the universities of the country and ask them for advice, he will get little help, for, as a rule, each one will advise that the maximum amount of time be spent by every student on his particular subject, and with regard to the subjects which are to occupy but one year, he will be advised to put most of them in the senior year of the high school course. This is quite natural, for specialists must be expected to urge the importance of their own subjects, and, in perhaps most cases, at the expense of all others. But the problem still remains for the principal: What shall the four years' high school course consist of? He must, in the interests of the students, weigh the values of the different subjects, and, in so far as possible, choose those which he deems best adapted to individual needs.

The Latin departments of our universities have insisted most vigorously upon the claims of their chosen subject. The view that at least four years should be spent in the study of Latin by all students before the end of the high school course was held almost universally until a short time ago, and indeed is urged at present by the large majority of classical men. Three of the principal reasons given for the study of Latin are as follows: First, to bring the student into touch with the spirit of the life of

the Romans as embodied in their language; secondly, to aid in the general development of the mind with regard to memory, power of observation, application and interpretation; and, thirdly, to give the student a better knowledge of his mother tongue.

In order to learn the views of the high school principals in California, the Executive Committee of this association submitted to them a few months ago the question under discussion: "Should admission to one of the culture colleges be made possible without Latin?" Of 107 answers received, 69 were in the affirmative, showing that a large majority favored admission to one of the culture colleges without Latin. This is a significant fact, and is worthy of consideration.

At this point a word of explanation may be necessary. Those who favor the old Latin requirement often refer to teachers who disagree with them as "the enemy." This is a very grave error, if it is meant to imply that those who oppose the requirement of Latin for all students oppose the progress of Latin in our high schools or colleges. Among those who are classed as "the enemy" will be found many of the stanchest supporters of classical training.

It is not necessary to prove that college entrance requirements regulate in a large measure the courses of study in high schools. This is an established fact, and can be easily seen by the courses of study in our smaller schools. When the curriculum is being made up by the principal, those subjects which are required by the university are chosen first. Those not required by the university are taken up when it is convenient. It is very evident that in all such cases the university authorities, instead of principals, are choosing the studies which are to be taught. If the proper requirements are made this will result in no harm. But it must be remembered that less than 12 per cent. of the students in attendance in our high schools are preparing for college, and a course of instruction which may fit for college may not best fit a student for life work.

Of 432 colleges reporting to the Commissioner of Education in 1896-7, 93 per cent. required Latin for entrance to the freshman class of the A. B. course.* To this requirement and the vigor with which it was enforced is undoubtedly in a measure due the fact that in the secondary schools of the United States, during the period from 1891 to 1901, there was a larger percentage of pupils in Latin than in any other subject, with but one exception, algebra; and the increase during this time in the number of pupils studying Latin (from 39.80 per cent. in 1891 to 49.93 per cent. in 1901) was greater than that in any other subject.†

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*Report of Commissioner of Education, 1896-7, I, 467.

†Report of Commissioner of Education, 1901, II, 1911.

Of the colleges mentioned only 19 per cent. required modern languages for admission. It is significant to notice that in our secondary schools French and German had at the beginning of this period less than one-third as many pupils as Latin, and that during the period the number increased only 1 per cent. Only 30 per cent. required civics, and we find that there was a slight decrease in the number of pupils studying this subject. Physics, chemistry, and Physical Geography also lost ground.

These facts are worthy of most serious consideration. If Latin is of vastly greater importance to the majority of students than all of these subjects which are losing ground, and the others which have not yet gained any university recognition, then all is well. But secondary school authorities are beginning to doubt.

The effect of college entrance requirements in California is evident. Those subjects which are most strongly insisted upon by the universities stand at the head of the list in percentage of attendance in the classes in secondary schools. The report for 1900-01 shows that for that school year Latin occupied fourth place, with a percentage of 53.59 of the total enrollment—a larger percentage, it will be noticed, than in the report for the whole of the United States.

Latin is required of all students for entrance to the culture colleges of the University of California. The minimum amount required is two years. After entering, the student is not compelled to pursue the study any further. To justify this requirement, its advocates must show that two years of Latin is better for all students affected than two years of any other subject not required.

In this extremely practical age, progressive members of society find it necessary to make the best possible investment of time as well as of money. Before undertaking any task they want to know what the returns will be. We need not be greatly alarmed that this spirit has invaded the schoolroom. It has entered within the sacred walls of the church, and preachers of the gospel nowadays have to prove that it pays to be a Christian, in the sense that returns are received in this life, as well as in the next, before men will become church members. To allow the question of profit and loss to invade the halls of the classics is undoubtedly to cause our compulsory-Latin friends a severe shock. It seems to them like another barbarian invasion of sacred territory. Nevertheless, it is a fact that the study of Latin is being called upon to show practical results, and to show as good practical results as can be realized from the same amount of study upon any other subject in the curriculum. In arranging courses of study to meet individual needs part of the subjects offered must give way. Must Latin always be given precedence? If so, why?

Let us consider the case of the students who enter the culture

colleges with but two years of Latin and who do not pursue the study any further.

The work of the first two years of Latin consists very largely of drill in the grammatical forms of the language, learning of the rules of grammar, learning the pronunciation of the Latin words, and the accuracy of the vocabulary. This is done through the use of some Latin book for beginners, and usually four books of Cæsar. Now, in how far are the claims for the study of Latin realized in this work?

The claim of bringing the students into touch with the spirit of the life of the Romans as embodied in their language will not be maintained here, for it is impossible to accomplish that end in such a length of time. Notice but one or two of the difficulties which stand in the way. The characteristic thought of a foreign people is "locked up" in their language, and, to use the words of a prominent university president, "Every word, every phrase, has its subtle, unanalyzible coloring, derived from myriad associations in myriad sentences." During the first years of study the Latin is approached through the English, and instead of getting the "subtle, unanalyzible coloring" of every word and phrase the student learns a single English word or phrase as the correct rendering of the Latin. Such work will not, in any true sense, bring him into touch with the spirit of the Latin people. And even if he were able in this time to appreciate the fine shades of meaning, what great importance could be attached to his coming into contact with the ideas contained in the Latin accounts of such a technical subject as the marches, sieges, and battles of a Roman army? It is very necessary that students become acquainted with the social and political history of the Romans, because of the debt which our civilization owes them, but this cannot be successfully accomplished by two years' work in Latin.

In this same respect a strong claim can also be made for Greek, for do we not owe much to Greece in philosophy, art, and science? And yet Greek is fast declining as a study in our secondary schools.*

In the next place, the claim of mental discipline through the study of Latin need not be considered, for the compulsory-Latin advocates admit that this may be as well gained through the study of some other subjects.

Lastly, with regard to the claim that the study of Latin will aid a student in acquiring a better knowledge of his mother tongue. The fact that such a large percentage of English words are of Latin derivation makes it desirable for students to learn Latin. I use the word "desirable" advisedly, for I wish to be understood as indorsing such results, although at the same time recognizing their limitations. Now, let us see if this claim will

*Report of Commissioner of Education, 1901, II, 1911.

justify the requirement of Latin to the exclusion of certain other subjects. While the value of Latin and other foreign languages in this connection is appreciated, it can be urged that there are other considerations which are more fundamental in reference to a large number of the words in our language. For instance, a student of philology may understand the derivations of the words "mountain" and "valley," and although he may live surrounded by mountains and valleys he may have no conception of how they came to be. He may know the derivation of the words "rain," "snow," "cloud," and "tide," but he may not be able to explain the natural causes of a single one of these. The principle may be illustrated a hundred times as directly applicable to everyday life. Now, which knowledge will add the more to the student's power? The ideal plan would be to give the training which would accomplish both ends. Neither line of training should be made compulsory for all students, to the exclusion of the other.

Schopenhauer has said that "A man who does not understand Latin is like one who walks through a beautiful region in a fog; his horizon is very close to him. He sees only the nearest things clearly, and a few steps away from him the outlines of everything become indistinct or wholly lost. But the horizon of the Latin scholar extends far and wide through the centuries of modern history, the Middle Ages, and antiquity." With respect to the idea which I have just set forth, Schopenhauer's figure might easily be turned against him to represent the man whose horizon is fixed by his knowledge of Latin. Surely he "is like one who walks through a beautiful region in a fog," for he sees only the names of things clearly.

In the second place, the Latin requirement is not justified by the help which it gives in understanding English words, for the reason that this result is not economically accomplished. The best teachers of Latin give much time to the pronunciation of the words in the text, to the acquisition of an extensive vocabulary, and to the learning of rules of grammar. And all for what end? to prepare the student for further study in the subject. But for most of those who enter college with the minimum requirement it is preparation for that which never comes. It can be justly claimed that if we are to have Latin compulsory because it will help in the study of our mother tongue by enabling the student to trace an English word of Latin derivation to its source in that language, the present method of instruction must be condemned as exceedingly wasteful. To make this claim for Latin valid we must have a different method of instruction, a method which will accomplish the desired result in a direct way.

Another objection which may be urged is that Latin is not adapted to the abilities of all students. One of the most prominent Latin scholars in this State, making a claim for from one-fifth to one-quarter of the time of students for the study of a

foreign language, beginning with the seventh grade, says: "Children, however, who reveal neither aptitude nor enthusiasm for foreign languages should not be kept in this field longer than about two years." This would indicate the admission of the fact that there are individuals who may be compelled to study Latin without profit to themselves. Such a position in average cases cannot be justified. Usually some subject can be found which will be interesting and profitable to the student, but such subject must be put aside until the Latin requirement is fulfilled. To compel a student to study for "about two years" that for which he reveals "neither aptitude nor enthusiasm," surely cannot be in the interest of the student. He is asking for bread, and we give him a stone. The effect of the present requirement in such a case is that it compels students who, for good reasons, do not want to take Latin, and who should not be compelled to take it, to spend two years in grinding on Latin forms, learning the English meaning of some Latin words, and acquiring the ability to read with an apparently correct pronunciation a few Latin sentences, which, in the vast majority of cases, they will never again see. It is a reasonable claim that in some cases the time spent in this preparation could be spent more advantageously on some other subject. School days are too precious to be spent in studying that which will not be profitable, and he who is responsible for such conditions is guilty of a great wrong to the individual and to society.

Other students affected by this requirement are those who select some other subjects in place of Latin, and who decide in the fourth year of their high school work, or after graduation, to enter the university. Such cases frequently arise. The students must remain out of college until this requirement is satisfied, or, at best, enter in partial standing until the two years' work in Latin is done, either in the university or under a private tutor. The purely arbitrary nature of the requirement is seen in such cases.

So far I have discussed this question from the standpoint of Latin alone. Let us now consider it from the point of view of the other studies in the high school course.

The subjects which perhaps are most directly affected by the compulsory requirements of the universities are modern languages, manual training, and the sciences—including physical geography, zöology, botany, and physiology.

Modern language advocates make as strong a claim for their specialties as is made for Latin. German or French, as a foreign language study, will be of great assistance to the student in the mastering of English. In addition, it is more essential that these languages be taken up early, while the vocal organs are flexible, because the pronunciation of German or French is more important for the vast majority of students than is the pronunciation of

Latin. So far as bringing the students into touch with the life and spirit of a foreign people through a two years' course is concerned, it is evident that modern languages have the advantage. This is largely due to the greater ease with which they may be acquired, and the greater amount of reading that may be done. Besides, the progress which may be made in two years in the practical use of German or French makes these languages very desirable, especially for students of high school age. It is not asked that these be substituted for Latin, but rather that they be placed upon an equal plane.

Manual training as a culture study is also well worthy of consideration. The race has not yet become emancipated from Plato's ideas regarding the proper divisions of society. There are still some people who believe that labor should be done by the poor in the interests of the higher classes, and that anything which savors of doing things with the hands is far beneath them. We have in manual training the only opportunity which will come to teach many of the so-called better class the dignity of manual labor. We should avail ourselves of the opportunity and not allow the idea to persist that labor is for slaves only.

The training received through this work is of the highest importance. Theory is tested by practice, and students are called upon to put their thoughts into action. The development of the eye and hand is carried on in conjunction with the development of the mind. No other study in the curriculum, in my opinion, is able to do more toward emphasizing the idea of efficiency in education than is manual training.

Its influence as a correlative power in the course of study is also of greatest importance, for it has to do with almost every department in the high school. The teacher of economics will find that the students will have added interest in the study of industrial problems. In the same way will the teacher of history find the students taking a keener interest in the industrial growth of the nation whose history is being studied. Mathematics, physics, botany and drawing are all in a measure combined in the same workshop, and their practical value as studies demonstrated.

It is not necessary to present all of the claims which may be made for manual training, for many of our leading universities now recognize its importance sufficiently to make it a part of their curricula. Surely, then, there can be little trouble in getting recognition for it in the high school. If manual training is of value to university students, it is of greater value to high school students, for they are at an age when they can reach a higher degree of proficiency in this work than is possible for those starting later in life.

In the study of the sciences the peculiar advantage is that the students are brought face to face with things. The importance of this I have suggested before. The student of science comes in

contact with the reality, the student of language studies the label which is put upon the reality. The culture value of knowing a thing itself is greater than the culture value of knowing the word which represents it. In addition, the method by which the study of science is pursued teaches the student the safe way to acquire knowledge. He learns to distinguish between facts and suppositions. Experience teaches him that in many cases the accumulating of facts requires much time and patience, and that conclusions must not be jumped at. He accordingly acquires a rational method by which he may find correct solutions for the problems of every day life. The principle of cause and effect is emphasized in his reasoning until it becomes a part of him. He is thus emancipated from the fairy world of childhood—the world in which natural phenomena are explained by the intervention of supernatural beings, and he is admitted to the world of manhood—the world in which the Supreme Being rules by unalterable laws.

The claim of mental discipline in connection with the sciences need not be enlarged upon. Suffice it to say that as strong a claim is made in this respect by specialists in the different scientific lines as is made by the representatives of the classics.

It is not necessary in the consideration of our question to attempt to prove that these other subjects are as desirable for all students as Latin. This is not necessarily the contention of those who desire that admission to one of the culture colleges be made possible without Latin. The contention is that an alternative should be allowed, so that students who desire to choose, for instance, modern languages or some other course of equal importance, may do so. This is surely an eminently fair proposition. The university is merely asked to remove this arbitrary requirement. On the other hand, if the university believes that two years of Latin is indispensible in making a man an intelligent and effective citizen, it should be willing to assume the responsibility for this requirement in the university. We ask not to be compelled to give Latin to students who have no aptitude for the subject and who would be much profited by spending the same time on other work.

The consequences of such a change are evident. It will raise the standard of work in our Latin classes by taking out those who study the subject merely to qualify for entrance to college. Many such do poor work because of their lack of interest in Latin. Such difficulty is found in connection with other subjects. Cases are common where strong classical students are not at all interested in zoology, for instance, both because of the methods of study and the subject matter. To compel all such to spend even a year in this study would produce, to say the least, very questionable results.

In the second place, it will make the teacher's work more pleasant, as well as more effective. Every teacher desires to have as few uninterested students in his classes as possible. They

are so much dead weight that must be carried along by the teacher as well as by the class.

It will also elevate Latin in the estimate of secondary students by placing it among those subjects which are recognized as worthy in themselves, and which do not require protective legislation.

Finally, and more important than all these other effects, it will permit students for whom Latin is not best adapted to receive training in some other work which will be of more advantage to them.

Perhaps it will be urged as an objection that I have seemingly dealt with the minimum requirement. That I have done consciously. Those who present more than a minimum requirement for admission to a culture college do so for reasons satisfactory to themselves, and may go on in the work and realize the results claimed for the study of Latin. These results I am most heartily in sympathy with, and I favor the training which will produce them. But it is for those who will present the minimum amount of Latin merely to satisfy a requirement, and who will not pursue the study any further, that I plead.

The ideals of those institutions known as finishing schools belong to the educational past. The culture which is required to-day embraces more than polish. Efficiency is demanded of the college graduate—greater efficiency on account of his education in whatever calling he may choose. Many courses given in our universities represent, to quote the words of the same university president, "the education which is pursued without precise definition of the later career of the student." Such courses are necessary, but the departments which encourage students to select them as their major work will turn out the greater number of inefficient men and women—men and women who may choose to do something not because it suits their tastes, but because they are not prepared to do anything else. It is safe to assert that if greater latitude were given the high schools in selecting work for the students, individual tastes and capacities would be discovered, and a greater number would be able to enter the university with a definite aim in view. While the present conditions exist we need not be surprised to hear the objection raised that our universities produce so many examples of well-informed inefficiency. I believe that the suggested change will bring about better conditions.

In conclusion, allow me to add a word personally. My position on the question under discussion may be taken as minimizing the importance of Latin in education, and consequently as opposing it in connection with high school work. If so, I desire to correct that impression. While I have cited facts in this case which would not be cited by compulsory Latin advocates, I desire to disclaim any intention of minimizing in any way the real importance of Latin. In my opinion it is destined to maintain an import-

ant place in education, not, however, because it is placed upon the list of "most favored" studies in university requirements, but because the educational world will appreciate its value and advocate it as one of the potent factors in helping produce scholarly and effective citizens.

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Units of High School Work

F. H. CLARK.

This paper had reference to the question submitted in April, 1903, by the Executive Cmomittee of the High School Association to all the high schools in the State, "Ought the system of defining the university matriculation requirements by units to be abandoned?" The writer maintained that unit system (the unit being defined as one year's work with five recitations per week) should be abandoned for the following reasons:

"1. It is unnecessary; the university maintained a proper standard of admission for nearly thirty years, and received students from accredited schools without examination for fifteen years, without any such scheme of quantitative values.

"2. The system is false; the so-called units are not equivalents, and cannot be made so by legislation.

"3. The system is harmful in itself, and in its influence—in itself because it is an unwarranted invasion by the university into the particular domain of the high school; in its influence, because it helps to maintain mechanical and unpedagogical arrangements of high school studies."

In the development of the first argument a history of the University of California entrance requirements was given, showing their evolution from 1871, and proving the needlessness of the quantitative unit. In regard to the second argument for abandonment, attention was called to the natural differences among the high school subjects, and also the variation among the schools in the length of their actual working time. In the third argument, the system was found to be harmful, violating particularly the following pedagogical principles:

"1. The adjustment of studies to pupils' needs and capabilities.

"2. The allotment of time to particular studies, according to the value which a particular subject has at a given period in the pupil's development.

"3. Truly continuous and cumulative work in all studies throughout the high school period."

Should Some Other Laboratory Science Be Accepted as an Alternative for the Culture Colleges

E. M. COX.

From various conversations I have had with high school teachers, I am inclined to believe that some of them think that the question for discussion is that some other science should be accepted as a substitute for physics. I do not intend to make any argument for substitution. We do not want substitution. The discussion here given will favor an alternative, and that for various reasons.

The first consideration is that of the educational value of the various sciences. After all that has been said and written of late on this question of educational values, it can hardly be presumed that we can settle anything in this discussion on the basis of educational values. There is no agreement among the scientific authorities. There are men of recognized scientific ability lifting their voices in advocacy of each of the recognized laboratory sciences, and the expert teachers of these subjects are as greatly at variance. When "grave and reverend authorities lift their heads" in defense of each of a half dozen sciences, what can we do? I see no conclusion possible for us as a basis of action but either that none of them are of value or that each has great value, and from this point of view no one is qualified to say that one is better than the other. I prefer to accept and believe the second.

If, then, we are unable to prove that, educationally, physics is of no greater value than some of the other sciences, the question of which of these shall be given in the high schools becomes one of dealing with conditions. The number of teachers employed in the schools, the number of pupils in attendance and the percentage of those who will probably attend a university, and the science best suited to the community, are conditions which ought to determine what science or sciences should be taught in any high school.

A very large number of the high schools of this State will not soon employ more than three teachers. In the adjustment of teachers it is often a difficult matter to find those with the proper combination of subjects when it is necessary for each of them to teach two or more distinct lines of work. It is no uncommon thing to find an excellent teacher of botany or physical geography attempting to teach physics because it is a required subject. Either of the previous named subjects well taught would be greatly to be preferred over physics poorly taught. It is true, also, that many smaller schools could better equip themselves for some other science than physics.

There are not a dozen public high schools in this State that send twenty per cent. of their enrollment to the universities. I believe not half that number. There are not many that send that

percentage of their graduates. What science or sciences, then, are to be taught in our schools should be, in a great measure, at least, determined by what the great mass of students want and need. There will be no unanimity either of pupils or teachers or schools regarding either these wants or needs. Clearly, to me, it should not be so. Our needs are variable. In our large schools this question is already settled. We teach several sciences and allow a choice. So the student that is not going to the university is not compelled to pursue physics without choice in the matter. The small schools, however, with a limited number of teachers and a restricted course of study, can offer no alternative to the teacher, to the pupil, or to the community.

Physics is objected to for a variety of reasons. Some say it is too difficult, others that it takes too much time, still others claim that it is too mathematical, and others that it is not brought close enough in touch with nature itself. The objections seem to be to the teaching of it rather than to the subject itself. These objections are all well founded. They are admitted by the physics teachers. Before physics can be a proper subject for the high school it needs doctoring along all of these lines. But even then it will not be the best subject for all pupils and all communities.

Physical geography, botany, chemistry, zöology and physiology, all of which are now recognized by the universities as valuable school subjects, stand ready to challenge the special privileges that have been accorded to physics. No one can gainsay that these subjects are not equally valuable to some pupils, and that some of them well taught would be better than physics taught even moderately well. The girls who plod through physics, handicapped by the mechanism of the experiments, would be exultant in the field and experimental work of botany or physical geography. The great mass of boys and girls in many of our villages and country communities would carry with them for practical application the principles of physical geography far more readily than those of physics. These schools should be permitted to choose for themselves, and in many other schools there should be a choice for the pupils.

Inasmuch, then, as it is impossible to maintain that physics has greater educational value than any of the other sciences, and as the needs and wishes of the pupils and schools are variable, and the preparation of teachers must be along the limited lines of work, often making it impossible for small schools to secure good teachers of all subjects, and also impracticable for these schools to offer electives or different courses to those who go to the universities and to those who do not, schools should be allowed to present some other science as an alternative for physics.

Elementary School Association

CHARLES C. HUGHES
President

MRS. FANNIE BRYAM
Secretary

The Function of the Elementary School

From the Standpoint of the Clergy

REV. WILLIAM RADER.

Elementary education, from the preacher's point of view, is a necessary organ of democracy. Democratic institutions rest upon the instruction of the public schools. Popular government is made safe by that education which forms the base, rather than the top of society. Elementary training is more important than higher training, because the base of the pyramid is more important than the top.

Why do children go to school? Not to get information. Knowledge of facts is not vital, but development is. Schools are grindstones on which the little mental blades are laid to be sharpened. The schools do not furnish the steel. They simply make the most of the material which is brought to them. Schools do not furnish brains, they discover them.

Says Prof. Huxley: "Education is the instruction of the intellect in the laws of nature, under which name I include not merely things and their forces, but men and their ways, and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws. For me education means neither more nor less than this. Anything which professes to call itself education must be tried by this standard, and if it fails to stand the test, I will not call it education, whatever may be the force of authority, or of numbers on the other side."

The period of acquiring information follows that of the school. In the process of training the child needs only enough knowledge to give him ballast. Learning in elementary training is a means to an end. What is that end? It is safe to say that the plain object of elementary instruction is to lay the foundation of honorable usefulness. The state depends upon such instruction very largely for its own life. It regards the common or public school as one of its chief safeguards. When the people are the government, the people must be mentally equipped. Besides, the schools are the stomach of the republic, and are required to successfully digest the nationalities of the world.

Definitely the school must develop the individuality. The only thing a teacher or a preacher can do with a child is to get out what is there. That is as far as one person can save another.

That is redemption. This cannot be done by machinery or force, any more than you can open a flower with a jack knife, or hatch an egg with gun powder. Schools hatch the eggs, the chicks of which are personalities, the eternal selfhood of the child.

In order to do this, the teacher must reach the thing that thinks. He is the best educated man who is capable of the best thought. The thoughtful, not the accomplished, is the man of power. The crooked thinker is a public danger. There is always a salary for common sense. Educated common sense is culture. Any branch of study which helps the thinking power is a blessing. Some branches waste and confuse this faculty. This opens a large and delicate subject ,about which a clergyman should give an opinion with a good deal of caution. That there are some things taught in our schools more ornamental than useful goes without saying. That we should not go to the other extreme, and strip our learning clean of beauty and adornment, is just as true. We must have adornment as well as dress, but only the real should be decorated. Decoration is the compliment we pay to the valuable. Herbert Spencer says: "Voyagers uniformly find that colored beads and trinkets are much more prized by wild tribes than are calicoes or broadcloths," and again, "Among mental, as among bodily acquisitions, the ornamental comes before the useful. As the Orinoco Indian puts on his paint before leaving his hut, not with a view to any direct benefit, but because he would be disgraced and ashamed to be seen without it, so a boy's drilling in Latin and Greek is insisted on not because of their intrinsic value, but that he may not be disgraced by being found ignorant of them, that he may have 'the education of a gentleman,' the badge marking a certain social position and bringing a consequent respect." The saddest spectacle in the intellectual life is to see a little mind dressed up like an Orinoco Indian, decorated with beads and feathers and paint and trinkets. Society is full of such people. They are accomplished.

The first plain duty is to get the little brain we have in working order. The ornaments may follow later. On the other hand, there may be some things taught simply because they are difficult. They may be equally unnecessary. The difficult may or may not be a means of discipline. It depends. Among the least remunerative studies, which give the least assistance to the gift of reasoning, is arithmetic. You will think me a heretic, but the memory of the past impels me to say a word on this subject. An immense amount of time is given to this study, and many, when they complete it, stand like Beecher, next to the head, when the class stands in a circle.

The mathematical principle is found, to be sure, in about everything, if we look for it, and is eminently useful, but in its higher form, should be followed, as Hebrew, or Greek, or Latin,

for a special purpose. Mathematics have nothing to do with correct observation or logical ideas. There is an element of probability in it. Mathematical ideas are necessary, not problematical. Lest I may be considered quite beyond correction, I hasten to quote what is more dear to school teachers than any other source of authority—a college president. President Elliot, of Harvard, says: "In spite of the common impression that arithmetic is a practical subject, it is of very limited application in common life, except in its simplest elements—the addition, subtraction, multiplication and division of small numbers. It, indeed, demands of the pupil mental effort, but all subjects that deserve any place in education do that. On the whole, therefore, it is the least remunerative subject in elementary education, as now conducted."

It requires but a little stretch of the imagination to conclude that arithmetic has destroyed more nerves, wrecked more hopes, caused more tears, than, shall I say war, pestilence and famine combined.

Again, if children are to be trained in sensible usefulness, as citizens, business men, bread winners, and social ornaments, they must know how to use the English language. This is one of the tests of education. Bad grammar and good music do not mix well. Children may know how to sing kindergarten songs, write a hand that is straight up and down like a dog's hind leg, draw landscapes fearfully and wonderfully executed, and they may know how to be quiet, and clean, and good, but unless they have some gift in expression, their education is incomplete.

We should begin the use of these verbal tools in the elementary schools. All men, to say nothing of the women, need them. The merchant, the mechanic, the citizen, the professional man—all must work with them, from time to time. It is more important that we know the speech of Tennyson and Swinburne than the dead tongues of buried ages. Better know both the dead and the living. The newspapers have done much to facilitate concise expression. Not only should expression in writing be taught, but in speaking. Let us welcome back the good old days of the country lyceum and debate—that splendid exercise in extemporaneous thought and speech—the school of some of our best orators. Oratory is neglected in this practical age, but the spoken word is still a thing of beauty. "A good man speaking well" is the highest form of art. The great lawyers and preachers are prepared in the public schools. Every man in these days should be able to express himself in public without manuscript. Expression includes music, drawing, reading, speaking and writing. By using words I do not mean that abominable thing called elocution, but the practical communication of our ideas to others. Cicero says: "The poet is born such, the orator is made such." Lord Chesterfield, writing to his son, said: "I am not only persuaded by theory, but convinced by my experiments that (supposing a certain

degree of common sense) what is called a good speaker is as much a mechanic as a good shoemaker, and that the two trades are equally to be learned by the same degree of application." This may not be strictly true, but it has enough truth in it to convince us at least of the possibilities of the average child. One of the priceless heritages we have in the United States is our purely American literature, such as we find in Lowell, Walt Whitman and Washington Irving, and to bring the minds of children in touch with these distinctively American men of letters must be of immeasurable benefit. The gift of expression does not consist in polished sentences, or even in a fine appreciation of grammatical construction, such as

> " Chase
> A painting syllable through time and space.
> Start it at home, and hunt it in the dark,
> To Gaul, to Greece, and into Noah's ark,"

but which is capable of making truth so plain that the fool may understand.

A great rear-admiral sat beside me at a dinner, suffering agonies, growing pale and frightened as the time approached for his short speech. " What would you prefer," I asked, " to fire a big gun on your flagship or make your speech?" " The gun, a hundred times," he replied. " In the navy we are taught to act, not to speak." True, the man of action is always a man of power, but sometimes words are stronger than battle shots. His education had a flaw in it.

Two things, then, among many others, comprise the function of the elementary school, the power to think, and the ability to express the thought, that people may understand. To accomplish this two-fold act will include the exercise of all our fundamental faculties of observation and discrimination. Simplicity in method is always a safe guide. Simple scholarship, like simple architecture, is good to behold. The well furnished mind is not a notion store. It is an engine-room, with a swift, powerful wheel, run by a living heart, with flame and force within, a living thing called soul.

In order that children may be prepared for the stern duties of life, they must have some moral preparation. You naturally expect one of my profession to say this, partly because it is true, and partly because we are in the habit of saying it. Nobody knows better than the teacher the need of an all round development. The throbbing life about us justifies the conviction that the will is the best part of the brain, its moral backbone, and that it must be strengthened.

The whole question of the Bible in the public schools may be disposed of with a word. Any attempt to reopen the controversy is to be deprecated. Neither intelligent Protestants nor Catho-

lics are anxious to again fight this battle. Both are satisfied to have the Christian teacher take the place of a Bible (however much we regret its loss), little understood and perfunctorily taught. If the statesman be Christian, it matters little if the name of God is not in our national constitution. Let the schools be secular, if the teacher be sanely, honstly, openly Christian. Protestants may well afford to make the compromise on the character of the teacher, whose personality is that strange and impalpable power which molds and corrects life. The teacher who believes in God is more potent than the Book of Genesis, and she who inculcates righteousness, fair play, justice, kindness and character in daily life is teaching the precepts of the Sermon on the Mount, whether she have a Bible or not. There is no real difference between religion and education. Religion of the right sort is education. Education of the right sort is religion. If training a child is not religion, then swinging a censer or preaching a sermon is not religion. Before God one is as holy as the other. The school teacher is a life giver, or a failure. She stands nearer the sources of power than any other public teacher. In many instances she takes the place of parents and preachers, giving the only moral instruction the children receive.

The Rev. Dr. Geer, of New York, says: "We are bringing up all over this broad land a lusty set of young pagans, who, sooner or later, they or their children will make havoc of our institutions." Such talk is pure nonsense. It is a slander upon the most successful attempt to give instruction in good old fashioned righteousness we have. The school teachers reach more children than priests and preachers and rabbis combined. And what are they supposed to teach in morals? Not the catechism, nor the twenty-nine articles, nor textual authority of sects, nor dogmatic theology, but that two and two make four in morals as well as mathematics, that God is in history and in the world's universal life, that it is better to be good than bad, right than wrong, true than false, honest than dishonest. That love is better than hate, virtue better than vice, and to be clean is more moral than to be filthy. They fill these little minds with highest ideals, borrowed from the lips of the greatest orators and patriots, and Washington, Lincoln and McKinley live again in every school house in the land. They put into their little hands the stars and stripes and teach them the meaning of the flag. The schools are the factories in which Americans are made. They go in Irish, German, Italian; they come out Americans. Any American who is not pleased with the State's instruction of the children should go to Italy, Spain or France, where for hundreds of years the children have been educated by the church. It is not true that our lynchers, anarchists and false labor agitators have been trained in the schools of America. They have been probably brought up on the

street, or like Topsy, were not brought up at all, but simply "growed."

In conclusion, permit me to say that the New York divine does not represent the opinion of the Protestant clergy of the United States, who, I beg to assure you, are very well satisfied with the public school system. Here in California the teacher and the preacher reinforce one another. The school and the church cooperate in the one work of saving the children to their highest usefulness. New communities are always materialistic. Environment conditions training. The teacher must not only train the child, but contend with the child's environment and blood. The schools of the city must stem the tides of the streets. The function of the elementary school, from the clergyman's view point, is to teach boys and girls the art of self mastery, to be strong rather than brilliant, brave rather than bright, successful rather than great, true rather than clever. No man can predict the future of a child. Any child may at last wear the purple robe of an honest man. Looking out upon society, one might easily conclude, as he observed the unrest, the industrial discontent, social corruption, international strife, and the foibles, blunders and follies of the world, that a century of instruction has not been successful, but is not the leaven of the schools working in the nation vast problems, lifting them, sifting them, and solving them? Who can tabulate the total results of popular training? They can no more be tabulated than you can tell the story of a sunbeam as it burns its colors on the grape, or swells the bud into fruit upon the tree. In philanthropies and public conscience, in a quickened mind, in numberless benefactions, in a passion for knowledge, in happy homes and liberated spirits, we have the general effects of elementary training. In proportion as we increase the teacher's efficiency do we raise the standard of popular culture. The school mar'm has been a powerful figure in American history. She has done more for the country than the actress and the star of the opera. With her own hands has she assisted in placing under one institution the foundation stones of the Republic.

The soldier stands for physical power, the teacher for mental power. Therefore, we called home the soldiers from the Philippines, Cuba and Porto Rico, and sent in their stead ships loaded with teachers. The battles of the world are first fought in schoolrooms. Here is where Great Britain won her victories. Here is the training school of America. Therefore, I venture to plead for better schools, the best teachers, better facilities and, if possible, better salaries, for in making this plea, I ask for that which is more powerful in permanent influence than battleships and armaments. For it is a recognition of the fact that the school house is the true national fortress, and the teacher the high priest of the universal people.

The Function of the Elementary School

From the Standpoint of the Business Man

CHARLES A. MURDOCK.

A reasonable view of what public schools can be expected to do and of what they cannot be expected to do is of double value—to school authorities that they may not rest satisfied with less, and to the community that it may not expect more. Responsibility will then be divided, and neither will rely on the other for an undue share. Public schools can be trusted for much. Their record justifies our confidence. But it does not express all of which they are capable if liberally supported and efficiently conducted. Inherent difficulties are great. Training of human beings is the most demanding of all professions, and it is seldom done under favorable conditions. Maladministration is responsible for much inefficient work. But teaching depends upon the teacher. The teacher is the source of the stream, and pressure follows height. The principal is also an important factor. He imparts his individuality to the school, his character striking down forms the school atmosphere. Courses of study are either helps or hindrances, as they are wisely or unwisely constructed.

A business man's estimate of what the public school should do is influenced by his requirements, but does not greatly differ from that of the general community, since the first essential of all is manhood. The function of the elementary school is to give a boy a fair chance to become a man—to protect and encourage a girl in becoming a woman. The demand is for complete manhood—physical, intellectual, moral. It is not to be expected that every individual, or any individual, will express perfection; but it is the object of the school to approximate the possibilities of each pupil.

The business man's first demand is for a strong and healthy body. In a practical world the brightest mind or the most beautiful spirit is of little use unless clothed upon by a vigorous body. More attention than formerly is apparently being paid to physical training, but it is still far from adequate. The semi-occasional visit of a Turn Verein " professor " is not all that is needed. The school ought at least to offer as efficient physical training as Uncle Sam provides his soldiers, and if any principal is not properly supplied, and is not handtied by bureaucracy, let him send fifty cents to Street & Smith, New York, and get the Army Setting-Up Manual.

An important part of a good body are good eyes, and the ruining of eyesight through improperly lighted rooms and the improper management of the light that is admitted are nothing short of criminal. Fresh air is, of course, important, but ventilation seems an undiscovered art, or, if discovered, is at least unprac-

ticed. Cleanliness, proper food, and normal physical conditions may not be wholly controllable, but they may be at least modified and are of great educational value.

The special function of the school—the imparting of instruction and the mental development of the pupil—has been so engrossing that all other things have been by comparison lost sight of. In this domain the business point of view demands thorough training rather than the covering of large surfaces. Two halves commonly make a whole, but to know one thing well is of much more value than to half know two things. If a boy is to have a fair chance in a merchant's office, he must be well grounded in common arithmetic. No matter how much intellectual development he may have gained through algebra or geometry, he must be able to add a column of figures accurately and with reasonable celerity. He is not expected to calculate an eclipse, but he must be able to extend the prices of a bill of goods correctly. He must write legibly and ought to write rapidly. In a printing office it may be necessary for a boy to read. Good reading seems a rare accomplishment. It should not be. In some of our schools it is required and the faculty is gained; in others it is slighted, and the lack is never made up.

The correct use of language is essential to the boy who expects to advance. He gains it more readily from hearing it than from the loading of his mind with cumbersome rules of grammar. The increasing use of good literature and co-operation with libraries is certainly a well-considered help, both as to familiarity with good English and the general instruction and inspiration to be gained from noble biography. The pupil in an elementary school should gain the faculty of observation, and is helped greatly if he has studied some real objects at first hands, and learned to sift evidence and ascertain facts.

The business man considers it the function of the school to provide the boy whom he wants with at least two good habits—the power of concentration and the practice of application. These are a part of the mental outfit needed in business. It is not expected that a boy will have power of long-continued concentration, but he ought to be able to fix his thought for a few moments, at least, on the one thing he is called upon to do; and he ought also to have gained a habit of application that he can transfer to the problems of business he has now to meet, and to mastering the few things he has yet to learn.

It is reasonable to expect the school to teach a scholar to think. I know the difficulty attendant upon classes at least a third too large, and the consequent tendency to make a school a finely organized machine. Machinery is economical, but machine-made pupils are not worth the little they cost. Education is valuable in proportion as it is individual. It must strike to the center. Much teaching is of the turning-lathe order, modifying the form from

the outside—superficial reduction to a fixed pattern. But children can be taught to think, and to have a live interest in their work. One of the best lessons I ever saw given was a game of Yes and No, where every little mind was alert and being beautifully sharpened with no other consciousness than that of pure enjoyment.

Judgment is about the most valuable faculty in business life, and I believe it can be quickened by school work. Manual training is an immense advantage in its cultivation. Here is a desired result, there are the tools and the material. Which saw shall be used? What plane does this surface require? Then, when the end is reached, the satisfaction is tempered by the thought that this or that might have been better. Life is forever a matter of choice, and the habit of choosing well is invaluable.

I am inclined to think any educational methods are mistaken that seek to make acquisition too easy. Following the line of least resistance is not always wise. The power to overcome obstacles is a valuable attainment, and the strength so gained is of a firmer fiber than any inherited, or otherwise unassociated with effort. There ought to be, and can be, no substitute for hard work. To coddle is to weaken. Arouse the interest, stimulate desire, and force from within overcoming difficulties gains greater force with which to meet the next difficulty.

Good manners are a valuable part of education. When they come naturally, or are brought ready-made from home, the teacher has nothing to do and has an efficient ally in her effort to veneer the less fortunate. But, however, acquired, address and a manner where respect and self-respect go hand in hand, are very helpful to a young man or woman entering the business world. Courtesy is contagious, and when it is taken it is commonly kept because of the large interest it pays on the investment.

The public schools are our main reliance for the fundamental democracy so essential to the common welfare. The greatest harm that could be done to our American commonwealth would be a division of its citizens on lines of class. The fact that the children of the rich and poor study and play together is of great value, and society demands that they shall be treated with strict impartiality, and in every possible way shall be made to feel that in all essentials they are one.

And now I approach the most important and the most intangible and difficult of all requisites. Given good health, a well trained mind, habits of concentration and application, intelligent thought and good judgment—what are they worth without character?

The will of the individual is of more importance than his ability. As President Eliot recently said: "It is the ultimate end of living to make the will work justly and effectively." Have business men and the community a right to hold the schools ac-

countable for moral as well as mental conditions? Not wholly, but surely in part. There are methods that are favorable to moral development through strengthening the will. They are mainly through choosing and doing. They are admirably set forth in an article of President Eliot in the November *Atlantic,* which no teacher can afford to miss.

There are lessons of usefulness and consideration for others that may be taught in any school. It is worth much educationally for the girls in the higher grades to dress dolls, or do anything that will give pleasure to girls in the lower grades.

There are sentiments that need to be sedulously cultivated and cherished—truthfulness, love of family, respect for law and order, love of freedom, reverence for truth. Ruskin says: "In the school itself should be taught, to all children of whatever gift, grade or age, the laws of Honor, the habit of Truth, the virtue of Humility, and the happiness of Love."

This goes to the heart of the great need of our schools to-day. Religion in the schools is too large a subject to be even referred to in this connection. This great human interest is still too largely confused with theology to permit of any effort to teach it in the schools. Dr. Lyman Abbott very truly says, it cannot be taught, it must be imparted. Knowledge of religious history does not make one religious. The religious spirit and temper can never be taught, but they can be communicated, and are more likely to be imparted unconsciously and indirectly than when made of stated purpose. Morality, and religion, which in its last analysis is simply living upward, have their source in the will, acting in harmony with a quickened conscience, and nobody in the world can object or does object to the inculcation by any means of reverence, purity, kindness, rectitude. The most important factor is the character of the teacher. Personality is the secret of inspiration. A teacher without honor can never lift up a human soul. Preaching platitudes will arouse no response. A low-minded teacher contaminates and besmirches all he touches. On the other hand, the example and the memory in after life of a teacher loved and respected, who loved righteousness and kindness, is the strongest influence for good. The best the business community can ask is faithful, interested, intelligent work on the part of all engaged in the consecrated calling of teaching, resulting in general intelligence, the discipline and training gained by the regular discharge of school duties, and, above all, the impulse for upward living gained unconsciously.

From whatever grade or school a pupil turns to enter upon active life, he is entitled to the best possible training to the point of departure, training that shall have been sufficiently thorough to give him standing-ground from which to push on, and he should bear with him inspiring memories of conscientious teachers

giving willing service—memories that will be helpful to him in doing his best.

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History in Our Schools

AGNES E. HOWE.

It has been my good fortune during the past three months to visit a good many schools in different counties in this State, and, as is natural, my first interest has been in the work in history.

I find the time given to this subject in our elementary schools varies materially. In some places only one year's work is required, with little preliminary primary work; in others there is sixth grade primary history, with two years given to more advanced work in the seventh and eighth grades. Everywhere that I have been I find only United States history, with little or no attention paid, mostly none, to other work along historical lines.

In what I may say here I do not wish to be understood as advocating adding anything more to our already overburdened curriculum, but rather only to suggest ways in which, as it seems to me, the teachers in any county in this State whose course of study I have examined may take that same course and work it out in such a way that it may be of vastly more use and interest than it now is. I am not speaking from the standpoint of theory alone, for I know from personal experience the demands made upon the teacher in the country school, with perhaps sixty children and nine grades, as well as those made upon the city teacher, with her one grade of from thirty-five to fifty children, and who must be the target for the criticism of a principal and superintendent who are too often in their position through some political chance or pull rather than because of any particular ability or fitness.

The more I see of our schools and the longer I am in the work of teaching, the more I feel our responsibility in the elementary schools to the great mass of children. Of those who even go through the grammar grades, eighty-five per cent end their school life there. And of those who enter the receiving classes, how many remain even to the eighth grade?

Are we doing all that it is possible to do in the schools to fit the great mass of the children to take their places in life fairly intelligent, and with the ability to hold their own and enjoy themselves? Are we giving them those elements which go to make up complete living? This has been said to be the aim of education, and means "to be as useful as possible and be happy."

What are the elements of a life fairly complete? One writer says: "Certainly one of them is all the comprehension of this world we can get, not only through ordinary observation, but through the study of science, literature and history." If we add to this intelligence and morality sufficient to enable one to earn

a living, and the desire to do so, and the schools succeed in giving to the State young people so equipped, then they have fulfilled their mission, and the State is well repaid for the time and money expended. If this be not done, it seems to me the schools are derelict and should be taken to task.

In order to discuss this matter of equipment in its entirety, I should have to advocate very strongly the incorporation of some form of manual training into every grade of the elementary school, but that would take me too far afield. Certainly the elementary schools should give just as wide a knowledge of our country, its institutions and development, and its place in the development of civilization as the time will permit and the children are able to comprehend, and the surest road to such knowledge is through history. If the pupils are to gain ever so fragmentary an idea of their country and its relations to the world, it can be done only by giving some knowledge of world history, and yet I do not know of a county course of study in this State which specifically makes any provision for such work.

I have not time, nor is it necessary to enter into a discussion of how far history is one of the best of studies for its ethical value, its development of patriotism, its leading to a love of truth, its opportunities for weighing evidence, and so developing the judgment, its power to call the imagination into vigorous activity, and, more than all, its opportunities to give the child some facility in that which in this age of printing is perhaps of the greatest value of all—training in the use of books.

If you will grant, then, that history possesses even a part of the value which I claim for it, is it well to leave the larger part of our children with next to nothing from this source? I think I shall claim even more than this for history, and that is that if it be rightly used it will constitute a powerful factor in inducing many of those children who leave school in the fifth and sixth grades to remain longer in the schools. If with it you will put some effective manual training, the problem of keeping children in school is solved for all but those unfortunate ones who are forced to go to work through the poverty or the cupidity of parents.

If I may sketch briefly what it seems to me now might be put into our schools in history, I should say begin a systematic course in the fourth grade, when the children are studying the geography of the county and State in which they live. Don't give history *per se* a special place on your program unless you choose. Correlate it closely with geography and reading. The story of the Indians of California, the missions, the pioneers, discovery of gold, etc., may then be treated in an interesting and intelligent way.

For work in the fifth grade I would have history of the United States in connection with the geography of North America, using

some primary history as a text on which to base the work. This work should be almost entirely stories, and here is a good time to get the children into the habit of reading. Our school law at present forbids giving children lessons to learn at home, but as yet it does not say anything against their reading. Fifth grade girls and boys do not have experience enough to appreciate Wordsworth or Shakespeare, but they do like Indian stories, stories of adventure and of heroism. The "Tales of Pioneer Life," or the "Last of the Mohicans" are much more wholesome if you will interest the children in them, than is "Wild Eyed Pete, the Scourge of Thunder Gulch," or something with even a more alarming title.

In the sixth grade give world history in connection with geography. Stories of the ancient peoples of Egypt, Greece, Rome, the Crusades, French and English history, etc. In the seventh and eighth grades a more extended study of United States history and civics.

In the lower grades, with our present courses of study, this may be accomplished by means of supplementary reading, both in time given to the regular school reading in part, and home reading. The teacher should have the aim she wishes to accomplish clearly in view, and work toward it as much as she can, considering always that other things as well as history must be attended to. The district library money furnishes fair means, if wisely used, to provide the books needed to make such a scheme workable, and I see no reason why a sort of traveling library arrangement might not be made for the interchange of books in a county which would afford even better facilities.

Finally, at the risk of being misunderstood, or even perhaps of seeming sentimental, I wish to speak of one thing more which has appealed to me strongly of late. It was brought to my attention by a little anecdote that I read somewhere. A teacher had asked a class of boys and girls to tell her on paper their ideal man or woman. Every one in the class—girls as well as boys—gave some man. Of course this was natural, because nearly all of our history has to do with the deeds of men. But the Spartan Mother, Lucretia, Cornelia, Joan of Arc, or to come to more modern characters, Mother Bickerdyke, Florence Nightingale, Frances Willard, Clara Barton, Maude Ballington Booth, Harriet Beecher Stowe, and many others are worthy of being held before our girls and our boys, too, as true heroines, who have accomplished something worthy of imitation. In this age of transition for women we cannot be too careful to put womanly models before our girls.

Kindergarten Association

MRS. CLARA M. MCQUADE
Chairman

MISS MARY T. GAMBLE
Secretary

The Physical Child in the Kindergarten

CHARLES C. VAN LIEW.

Some of the most serious criticisms that the kindergarten has met have been based on its assumed inadequacy in meeting the physical needs of the child. It is claimed that the kindergarten restricts the large natural variety and freedom of the child's movements. Whether this claim can be refuted or not depends upon whether it can be shown that fundamental physical training is possible in the kindergarten.

Nature's method of giving the child his first physical development is through play. This the kindergarten has recognized. Play is an adaptive instinct. It lends a motive to the child in his activity, and hence exercises effectively the movements which belong to each instinctive awakening, as they appear. It utilizes the child's surplus energy for training values. It operates imitatively, and hence early renders movements fitting.

The value of play educationally lies (a) in the fact that it does exercise nascent centers. Yet, since we know but little of such centers and still less of the order of their awakening, the chief duty of the teacher in this matter of play must be simply to offer free opportunities, and means, for physical action, leaving nature to select largely. Otherwise play becomes an appointed task. Under this idea, the teacher may stimulate free bodily activity, suggest forms, etc., but should refrain from dominating it or determining details. Under this idea the teacher studies the spontaneous physical reactions of her children and makes these her guide as to what she will suggest. If she finds them climbing fences, trying to shin up a pole or tree, swinging by arms, hands, shoulders or knees from horizontal bars and the like, these things are physically significant in the child. Some appetite is getting its response. They should suggest means and opportunities to the wise kindergartner. But just here too often enters in the tyranny of a system which is definitely expressed in external forms. Why not have things which exercise the child fundamentally in just these ways?

(b) The educational value of play lies in the child's tendency to take the line of least, and hence safe, resistance. He plays until he is tired and then falls asleep. The mere play does him no harm, although it exhausts him. He tugs where he is strong and yields where he is weak. He does a great deal some way, but

without strain. He exercises all muscles, conditions being favorable, and unconsciously trains them, and because play has no set gymnastic system. His own selections of exercise are seldom, if ever, extreme, dangerous or weakening.

The great need, then, in these years, is freedom, opportunity and adaptable materials. The kindergarten which offers these so as to call out and train fundamental movements in the child, is a more than safe place for the child from the physical view point.

The great evil to be avoided is early specialization, which tends to inhibit the awakened centers and to check the response of the muscles to new instincts in new adaptive ways.

The criterion, then, for the early years is not what the child makes in his activity, nor yet the quality of what he makes, but what movements he makes in the act. From the kindergarten's point of view, the child, active in large, free, vigorous movements, is always or should always be, a finer sight than the display of all the patterns he can sew, and all the delicate figures he can put together. There is, then, in conclusion, no reason why the kindergarten should not offer fundamental physical training, if it will keep the child much out of doors; place freedom and spontaniety before system and tangible external results; prefer an active child to the things he can make; place large movements and variety of movement in games in which the teacher is merely a suggester, always before minute and specialized hand movements; and offer opportunity and apparatus to stimulate the whole child to the genuinely free activity of honest play.

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What Froebel Sought in the Kindergarten

ERNEST C. MOORE.

President Harper, in his summary of the educational progress for the years 1901-1902, in speaking of the kindergarten said: "It may be said with confidence that at no previous time has the position of kindergarten work been more strongly established, and to my mind this constitutes one of the most important facts in the educational history of the year." The kindergarten is a feature of the public school system of many cities, though not, I believe, of our city. In addition, there are a number of training schools busy preparing teachers for this work. It seems in order, then, to inquire what it is all for? What objects are sought, and what ends may be gained by this arm of our educational system?

Some months ago, while in conversation with the superintendent of one of the large educational institutions of the State, he said: "I wonder what will come of all this fawning and favoring of children in kindergartens. I cannot but believe that it is harmful, and that we shall be able to pick out their weakened products easily from the strong men and women of the next generation.

I wonder what good they accomplish, anyway?" At that time I was a layman, but a layman with faith in the kindergarten. Yet the attack was so sweeping and sudden that I could not gather my wits to answer it, and while I am a layman still, and your chairman's request was almost as sudden, yet I have been gathering my wits on the subject, and have at least a partial answer. When the letter came urging me "to help fill out the program"—for I propose to sail under no false colors here—it was accompanied by the statement, "I am the more embarrassed as I do not know whether I am addressing a friend or a foe." Such embarrassment, I am persuaded, is common on the part of a kindergartner, and I am convinced that it should not be. Either the kindergarten is a good thing and should be frankly accepted as such, or it is a bad thing and should be so recognized, or it is some of both and should be properly estimated.

I want to consider this fundamental question, and to do so I want to ask the pivotal question, what is it for? I want to find the historic answer, the answer which is simple and plain and clear, and which cannot provoke prejudice, and to find it I must go back to Froebel, the founder. The cry back to Christ has a meaning for the Christian. It means: Let us get away from all intervening confusion, let us find the original idea; and that is what I want to find here.

The constructive imagination cannot create anything which it has not experienced. Educational reformers get their theories in two ways, either by having had good teachers and generalizing their good points, or having had bad teachers and turning against them and all their unholy deeds. Froebel belonged to the latter class. He was born in 1782, at Oberweissbach. His father was a Lutheran minister. His mother died before he was old enough to remember her, and he was left in the care of very careless and ignorant servants, who thought their duty done when he was fed. His father was a busy clergyman and gave himself little concern about his son, save to see that he was shut indoors out of harm's way. The little Froebel's chief amusement, as he tells us, was to watch from the window the workmen who were repairing the church, and he remembered long afterward how he longed to assist them in their work. Hence the place of construction in his system. When a little older he was permitted to run about with his brothers, and neglected almost entirely by others, he found opportunities for satisfying the longings of his soul by wandering in the woods, gathering flowers, listening to the birds, watching the movements of all kinds of animals, listening to the wind in the trees, and, withal, living in close communion with nature, just such a life as he came to regard as most fit for the early affecting of the growing mind. His father, with much difficulty, taught him to read, and when he was ten years of age his uncle took him to live with him and undertook to educate him, sending

him to the town school. He did not retain pleasant memories of his school experiences, and in his later life used them as a text from which to preach the need for a better system. Reading, writing, arithmetic and religion were the subjects best taught. "Latin," he writes, "was miserably taught and still worse learned. Here, as in so many similar schools, the teaching entirely lacked the foundation of first principles." With arithmetic he had better success. But in physical geography, "we repeated our tasks parrot-wise, speaking much and knowing nothing, for the teaching on the subject had not the least connection with real life, nor had it any actuality for us, though at the same time we could rightly name our little specks and patches of color on the map. I received private tuition also on this subject. My teacher wished to advance further with me, and so took me to the geography of England. I could find no connection between that country and the place and country in which I myself dwelt, so that of this instruction also I retained but little. As for actual instruction in German, it was not to be thought of, but we received direction in letter-writing and in spelling. I do not remember with what subject the teaching of spelling was connected. I think it was not connected with any, it hung loosely in the air. I had besides lessons in singing and piano playing, but without result." He wrote of the two schoolmasters from whom he received instruction: "One was pedantic and rigid, the other was large-hearted and free. The first never had any influence over his class, the second could do or have done whatever he pleased with us, but he did not use his opportunity."

The dreamy, meditative child hated formal lessons, and formal lessons were all he got in school, so he chose to spend much of his time and most of his heart in wandering in the woods, gathering specimens and making his own observations of nature.

In 1835 Froebel was in Burgdorf, at the head of a state orphanage, lecturing besides to teachers, recognized and respected in the town of Pestolozzi. Various plans and projects were his, among them that of coming to the United States to work out his ideas in a new country. His experience and meditation upon it led him to the conclusion that what education most needed was a proper initial foundation—a better before-school period. In 1837 he put into practice in an institution for the training of little children. He also set about training teachers for this work. Other little schools were formed. For months and years he hunted for a name for these new schools. At length the word kindergarten came to him, and in it he sought to express two of his favorite notions about education, the one that education as culture has to do with children as human plants which are to be surrounded with conditions favorable to their free development according to their nature; and the other idea, that a school for little children should have attached to it a garden in which they might

live close to nature, observing and constructing by gardening. Such schools were intended for children between the ages of three and seven years, and their purpose, their founder declared to be, " to take the oversight of children before they were ready for school life, to exert an influence over their whole being in correspondence with its nature, to strengthen their bodily powers, to exercise their senses, to employ the awakening mind; to make them thoroughly acquainted with the world of nature and of man, to guide their hearts and souls in the right direction and to lead them to the origin of life and to union with Him."

In his program there was no mention of arithmetic, reading and writing, no rules and not a word about books. His plan did not have to do with these things. " I see that children delight in movement, but their movements are not as productive of good as they might be," and he proceeded to organize them. " I see that they use their senses, but only as this or that thing catches their attention," and he proceeded to perpetuate them in better methods of observation, and sought further to arouse their curiosity. " I see that they invent and construct, but awkwardly and aimlessly; so I avail myself of this instinct, giving them simple materials. I point them to clear purposes and help them to attain them, and so also with their play."

What, then, was it that Froebel sought in the kindergarten? First, he sought the thing he did not have and needed so grievously—the thing which young children so greatly need and so rarely have—the right sort of a society in which to grow up. I have sometimes been constrained to say that this is the chief value of the kindergarten, that it is good not for what it teaches, but for what it puts one in the way of learning. Let me explain this a little further. The young child is a learner—the younger he is the more he learns. The older he grows the less he learns. Mr. Baldwin has pointed out how great a part suggestion and imitation play in the growth of the mind—how mighty a factor social heredity is in making the race. You do not, perhaps, believe it. Let me ask you to watch yourselves for a while and see if it is not true. Why do you look up when you see people looking toward the sky? Why do you straighten up when you meet a person who is very erect? Why do you begin to walk fast when one walking fast passes you? Why do you applaud when others applaud? Why, only yesterday I awoke with a start to find myself applauding my own speech along with two or three others who were applauding it. The real character is made by slight and unnoticed suggestions, by contacts, and hints, and not, as we are prone to suppose, by taking thought and learning lessons, and that is why the character of the teacher is such a great thing. What sort of a fellow she is being ever so much more important than how much she knows or how well she can teach. Though how well she can teach is a part of her character—I would not

underestimate this part, yet it is only a part. Have you ever stopped to think what a different sort of a person each one of us would have been if we had been born and lived in Greece, Rome or China, even though we had perchance been taught the same school lessons that we are now taught. Such a person would walk alone among us, an unique marked individual. No one could fail to notice him as very different from everyone else, and that difference would have been due to social tradition. We used to say that national characteristics were imbibed through the mother's milk. We know better now. Mental nourishment is not a physical thing. The character comes from living in the mother's house. A Greek was a Greek because he lived among Greeks, a Roman a Roman because he lived among Romans, an American an American because he lived among Americans. Prof. Baldwin declares that if you will watch children, you will see that every one of them is busy copying his elder and trying what he learns on his younger fellows, doing unto them as his elders have done unto him. It makes an enormous difference, then, to him, in his future career, what sort of elders he has had to copy, what lessons he has learned from his fellows, and what opportunities he has had to try these lessons on others. In the family the child is put upon by older brothers and sisters and puts upon younger brothers and sisters. Froebel said: "Let us recognize the fact that his social lessons are the most important ones, and let us give him a chance to live in the richest and fullest society we can make for him. Let us put him in a society of his peers, where he will have abundant opportunity to work out his own salvation and learn the lessons of co-operative and helpful living by freely working together without the noxious and unnatural constraint of rules and discipline. Let us prepare children for social life by letting them live a rich social life in their formative years." In the second place, Froebel did not want lessons and books set tasks directed by blind teachers who were and are still all too frequently leading children into blindness. As an imprisoned child he watched the workmen and longed for a chance to work with them. And so he organized a school where the child's impulse and not traditions as to what he must do should be the rule and guide. He believed in giving the young child a chance to try on, to practice, to do the things which he had been born with impulses to do, inherited from the race and bred with impulses to do, gotten from his social fellows. What do I mean by that? Just this—that a child does not have to be taught to walk, he is born with the impulse to walk; but if bred up among animals, will walk on all fours. He does not have to be taught to talk, he is born with the impulse; but if bred up among Greeks, he will speak Greek; if bred up among French people, he will speak French, etc. He is, in short, born with tendencies or impulses which will

fit him for social life, if you will only give his impulses the right chance. That parent who should declare that his child should not creep, but should walk without creeping, would be regarded as a perverse fool. Let the impulse work itself out—let the impulse direct. Now, whether we like it or not, the impulse is not the guiding principle in everyday education, is not, indeed, often considered, and much of our teaching is as perverse folly as that of the parent who tries to make his child walk without allowing him to creep. Let him play, said Froebel, let him build with blocks, let him grow into a man, do not make him mentally knock-kneed and bow-legged by forcing him to tasks that are wholly external to him. And right here Froebel made the great and distinctive contribution to modern education which will make his name enduring for all time, grounded and established the new education upon the thought that the "numberless spontaneous activities of children, plays, games, mimic efforts, even the apparently meaningless notions of infants—exhibitions previously ignored as trivial, futile, or even condemned as positively evil—are capable of educational use, nay, are the foundation stones of educational method.

There is a third point in his good doctrine. It is that these natural impulses will make for education if they are allowed to work themselves out in living together. If one comes with race tendencies to do race things, let us give him a chance to do in the school that the race does. The race does not study arthmetic, writing, reading and grammar as a primary occupation. It does busy itself about food, clothing and shelter. It farms, and cooks, and weaves, and builds. These are the primary subjects of human interest and of human need; one is born to do them, must do them to live; all other studies contribute to them, are means to them.

Why have we not learned Froebel's lesson? Let us take it in a concrete form. Why do the schools not teach agriculture? Why do school teachers so generally object to the constructive arts? Another point—Froebel believed that if one wanted to learn anything, he must do in order to learn. I shall not stop to make this point as clear as it should be made. At every school-masters' meeting questions arise, motions to act are made, and somebody is sure to get up and say, "let us not rush into action until we understand this matter thoroughly," forgetting that there is no way to understand it but by doing it, working it out. In childhood there is never such a thing as talking a talk or mannering a manner. The child learns to talk by having immediate social need to talk. He ought to learn to write and read and number in the same way.

These, I think, are the points of the founder. I do not believe they have been carried out by his successors. Play, as Froebel regarded it, was not a set of exercises different from work, it was

an attitude of mind. We do not say we worked at a ball game, but we played ball. Play is the attitude of putting oneself—of outletting one's impulses into whatsoever the hand findeth to do.

Froebel was a mystic, and did not always put or see things as clearly as he might have. The doctrine of symbolism and gifts, one might almost say magic gifts, will hardly warrant the attention which has been given it. What blocks are to the little ones, that I think the gifts are in the kindergarten—means of doing things, blocks that can be made into many kinds of buildings, tools, instruments. The games and plays have been mistreated very seriously, for they have become a fixed course of study for little people as hard and external in many cases as the forbidding studies which Froebel ran away from when he invented them. As I understand it, his plan was to work out the young people's impulses as they arose.

Is the child prepared by the kindergarten for school work? Not if he is indulged, humored and pampered by the kindergarten teacher. But it was not the system, but the teacher who spoiled him. But even so, is he not spoiled, unfitted by being given too much freedom, by being allowed to work and play when he should only learn? Is he not unfitted for the discipline and the learning by study alone which belong to the school? And here I am frank to say I believe the school is frequently, usually, unfit for him, but, blessed be Allah, it gets better and more like the kindergarten every day. In spite of what wise men have told you that exercise drudgery is its gospel and discipline its prophet, I believe the kindergarten movement is taking it captive more and more in just the ways that the great German pointed out.

Prof. Dewey somewhere says that in the early days of the university elementary school a visitor came to see the kindergarten. "On being told that the school had not yet established one, she asked if there was not singing, drawing, manual training, plays and dramatizations, and attention to the children's social relations. When her questions were answered in the affirmative, she remarked both triumphantly and indignantly that that was what she understood by a kindergarten, and she did not know what was meant by saying that the school had no kindergarten." And she was right, for these things given in the right and educative way were what the great educational seer, Froebel, sought and brought and is bringing to pass. The stone which the educational builders rejected has become the head of the corner.

Physical Culture Department

WALTER E. MAGEE
Chairman

MISS AGNES G, REGAN
Secretary

The Prevention of Tuberculosis

ALONZO ENGLEBERT TAYLOR.

I have chosen as my subject the prevention of tuberculosis. I have done so in part because of the exceedingly great importance of the subject, and partly because of the absence of instruction on this subject in the text-books on physiology and hygiene intended for school use. In the hall, this morning, I looked through a copy of the Macy-Norris text-book on physiology. This book, which pretends to give instruction on hygiene, devotes some dozen lines to tuberculosis and the larger share of them to the exploitation of a doubtful remedy.

Tuberculosis, on account of its omnipresence and great fatality, has been aptly termed in the language of Bunyon "The Captain of the Hosts of Death." About one-sixth of all deaths in civilized countries are known to be due directly to tuberculosis. This figure is probably too low. The deaths from tuberculosis do not, however, begin to represent the prevalence of the disease. Undoubtdly the larger majority of cases of infection with tuberculosis recover. Several careful and competent observers have for years made thorough search for tuberculosis in bodies dead from other causes, and in a series of cases running into the thousands have been able to find signs of healed tuberculosis in nearly all. It is, I think, fair to say that of all the people who reach adult life ninety per cent. contract tuberculosis before their death, and of this ninety per cent., four-fifths will recover. That the percentage of recovery is so high is due in large part to the resistance presented by healthy subjects to tuberculosis; it is undoubtedly due in part, however, to attenuation in the virulence of the germ. Now, I do not wish to speak to-day upon resistance to disease and how this may be promoted. We are all agreed that one of the functions of education and sociology is to promote the resistance of the individual, not only to tuberculosis, but against all infections, and at the same time increase his capacity for work. On the other hand, it is an equally imperative duty that the public should be protected from contagion and infection, since if there were no opportunities for infection the question of resistance would be of much less importance. It is, of course, advantageous to make a people innured to the extremes of climate, but that should not preclude the individual from protecting himself. Since

no individual can work effectively alone in checking the spread of the germs of disease, it is the duty of society in its collective manifestations to work to this end. Within the last dozen years the general public has been awakened to the urgency of a campaign against tuberculosis, and active and influential societies are now engaged in this campaign at home and abroad.

Now, what can the schools do toward the prevention of tuberculosis? Systematic work upon the part of school directors and school teachers can accomplish a great deal. Let us consider that type only of tuberculosis which is spread by the sputum and contracted by inhalation. The expectoration of persons with consumption contains large numbers of tubercle bacilli. These bacilli are very resistant and will tolerate with impunity any degree of cold and high degrees of heat. They are apparently not sensitive to sunlight or dessecation. They seem to possess a long life, months and years, and although their virulence becomes reduced, they remain active agents of infection. It is the duty of everyone to prevent the dissemination of these germs in the outer world. This must be done in the first place through the control of expectoration. Children, healthy and sick, must be taught not to expectorate upon the ground, street, or floors; sick children must use receptacles that can be burned. It is not always possible to say which children have or have not tuberculosis. In the early stages children may attend school, apparently quite strong, though they may be troubled with a cough that is not understood or is concealed. These cases are quite as infectious as many later cases. It is apparent that if such children are allowed to expectorate upon the ground and floors of schools, the dust and earth, upon drying, become direct carriers of infection and imperil every other child in the school. It is the duty, therefore, of teachers in every way to strive against the habit of expectoration, not only as a hygienic but as an esthetic duty. Expectoration is commonly called the "American habit"; it is certainly one of our nastiest public habits, and, if it can be suppressed in the schools, it will within a few years be suppressed in general public life, because the adult will not, as a rule, take up a practice made abhorrent to him by teaching in childhood. All children who cough in school should provide themselves with cloth or paper receptacles designed for the reception of the sputum, and which are to be subsequently burned. Parents must be instructed in the necessity of this procedure.

It will obviously not be always possible to enforce this, and in any event measures should always be taken to prevent dissemination. This may be done by preventing dust. Schoolrooms ought not to be swept dry. They should, if possible, be cleaned by mopping, or in any event by being swept with wet sawdust or some absorbent material. This should be an established rule in the cleaning of schoolhouses. The desks in schoolrooms should not

be dusted. They should be cleaned with a wet cloth and the walls and windows should be cleaned in the same manner. To dust a desk simply means that the filth is transferred temporarily to the air, to again settle down upon another desk. It is undoubtedly through the medium of inspired dust that most cases of tuberculosis are contracted. Careful investigators at home and abroad have shown how frequently the dust of streets, etc., causes infection on injection into susceptible animals which contract the disease. Of course, the duty of proper public cleaning devolves not only upon the directors of schoolrooms, but also upon the public and industrial corporations. One of the most urgent steps in the prevention of tuberculosis is the enactment and enforcement of proper laws designed to control the cleaning of churches, theatres, courtrooms, streets, cars, railway trains, boats, etc. The matter is, however, probably more urgent in schoolhouses on account of the greater susceptibility of children to tuberculosis and the greater fatality of the disease in them.

If the schoolroom be kept free of expectoration and the cleaning keep the room as free of dust as possible, what else may be done to limit the spread of the disease among children? The personal contact of children with each other should be regulated. It is idle to discuss the hygienic propriety of children kissing each other; this is beyond the control of the teacher and is a matter of home training. Certain possibilities of infective contact may, however, be guarded against. There should be no common drinking cup in school. Every child should be instructed upon entering school to provide him or herself, along with their books, with an individual drinking cup, and parents must understand that if the child does not have its drinking cup it will not be possible to drink at school. The importance of this is apparent when it is realized that the mouth of every child suffering from consumption contains germs, and thus the transfer of germs from the sick to the healthy child through the common drinking cup is the easiest accident possible. Furthermore, it is the duty of the teacher to observe the health of the children, and when a child is pale, and has a regular cough, no matter how slight, and tires easily, the teacher should suspect tuberculosis, and this suspicion should be heightened if the child is thin. It is under these circumstances the duty of the teacher to inform the parents that the child should be subjected to a proper medical examination. Whether it is possible or proper to exclude from the school a child known to be affected with tuberculosis, is a question too large for discussion here. It is always to be remembered that any restrictive measures against disease arouse opposition in the family of the unfortunate individual. It is easy under these circumstances to make a martyr of such a child, and the over-sympathetic public, not realizing that restrictive measures are instituted solely for the protection of other children, are prone to feel that the sick child has been branded, and

that other children are taught to avoid him; thus enter social and economic questions, which often make restrictive measures inoperative. Tact will often accomplish more than regulations, and certainly until the general public is more fully educated in the dangers of infection, it will be wise to proceed slowly with restrictive measures. It is, however, the duty of the teacher to instruct upon subjects to the full extent of the strict truth.

I have ventured to bring this matter to your attention, not for the purpose of laying down specific rules, but simply for the purpose of reawakening your attention and consideration. You have all heard this before, but the lesson can never be learned too well. The scope of prevention against tuberculosis as contrasted with the treatment of tuberculosis is well illustrated in some figures published in Germany. The German government has, at an enormous cost, established under advantageous climatic conditions, a large number of sanatoria for the treatment of tuberculosis in the indigent. These figures indicate that at an enormous cost, the maximum that can be borne by the German people, these sanatoria are able to give but partial care to less than one-tenth of the indigent tubercular subjects of Germany. Now, it may be fairly questioned whether the same amount of money devoted systematically and energetically to the prevention of infection would not accomplish far more good. In a recent address before the Frick Institute of Tuberculosis, Osler stated that in this country ninety-eight per cent. of the cases of tuberculosis must be cared for in the home. Under these circumstances, the prevention of the dissemination of the germ from the consumptive into his surroundings, in the home, in the schoolroom, on the street, becomes not only the imperative duty of the families concerned, but the duty of every individual whose vocation in life brings with it the opportunity for influencing the opinions and conduct of others. Certainly no vocation carries with it greater opportunities in this direction than the profession of teaching in the schools. I therefore commend this matter to your most serious consideration.

* * *

Eye, Ear and Throat

A. A. D'ANCONA, M. D.

The edge of the pupil's desk should project slightly over the seat. The top of the desk should incline downward toward the student and be low enough to allow the forearm to rest without causing the shoulder to be raised. If the desk be too high, the work is brought too close to the eyes, causing extra strain. If too low, the child is compelled to stoop over the desk, this position causing great strain upon the mechanism of accommodation, leading to ocular congestion.

The printing in school-books should be with heavy-faced type, arranged in columns not wider than four and a half inches. The type should not be smaller than small pica; the spaces between the lines should be about one-tenth of an inch. The paper should not be glazed nor have a glaring surface. It should be opaque and take a clear impression from the ink. Writing upon the blackboard should be at least one and a half or two inches high. The blackboards should be kept clean with sponge and water, as dark and as free from gloss as possible. White chalk upon a grayish blackboard which has been rubbed with an ordinary eraser does not produce sufficient contrast. Copying from the blackboard should be reduced to a minimum, because of the frequent changes in ocular focus required as the child looks from the blackboard to the paper. Blackboards between windows should not be used, particularly when the windows are on the side from which the light comes directly.

The normal eye removed from its socket is an optical instrument whose lenses bring parallel rays of light, or rays leaving any point of an object at least twenty feet distant, to a point upon the retina. To produce serviceable images of objects within twenty feet, the refractive strength of the lenses of the eye must be increased. This is accomplished by the intrinsic muscle of the eye, the ciliary muscle, whose contraction allows the main lens, the crystalline, to become more convex, particularly upon its anterior surface.

Muscular strain of the eye comes from three causes—unduly prolonged use of the ciliary muscle caused by directing the eyes at near points for too long a time, as in reading; or from contraction of the internal recti muscles, turning the eye inward, so that the axes are directed to a common point; or contraction of the internal and external recti muscles, moving the eyes laterally, as in writing, particularly where the printed or written columns are too wide.

The following local symptoms come from strain of the eye: A sense of discomfort or even pain in the eye; after reading for a little while the type becomes blurred and the letters run together and it is found difficult to follow the lines; the eyes water and appear red about the edges of the lids; there is often great sensitiveness to light. The general or reflex effects of eye strain show themselves in headache, vertigo, general nervousness and insomnia.

In testing the eyes with Snellen's test type, place a card at a distance of twenty feet from the child to be examined. The smallest serviceable retinal image subtends an angle of five degrees. The letters of Snellen's test are so arranged that they subtend this angle at variable distances from five to 200 feet, according to the size of the letters. The letters on the line marked 20 subtend an angle of five degrees at a distance of twenty feet.

The card should, therefore, be placed at a distance of twenty feet from the child, the twenty-foot line being at the level of the eyes. Each eye should be examined separately. Cover the left eye with a small card and ask the child to read the letters from the top of the card down. Note the lowest line which is read correctly. Cover the right and test the left eye in the same way. In recording the results twenty should be marked as the numerator, the denominator being the number of feet at the side of the lowest line the child can read; for example, if at a distance of twenty feet the child cannot read correctly below the line marked fifty on the test card, the fraction 20-50 would give the visual defect.

* * *

The Necessity of Physical Culture in the Public Schools

WALTER A. MAGEE.

It is my object in this paper to show the effect of exercise during the growing period; to show the acquired physical defects which are common in all schools, also to show the remedies for these defects, which form the basis of the work in physical training, as taught in the public schools of San Francisco.

A word concerning systems. There is much talk and argument concerning the relative value of the different systems of physical training. To most people it is of less importance what system is used than the results that are obtained.

Physical training, as I understand it, is systematic, well regulated exercise, that should enter the life of all school children, with special exercises, that we know are of purely developing character, and which are absolutely necessary for growing children.

Many conscientious teachers think that if the child is allowed to romp and play it has had sufficient what they term physical training or exercise. This is a misapprehension, for many times an exercise that is splendid as a pastime or amusement is not one which is best to promote general health. Again, an exercise or set of exercises which may be pretty for exhibition purposes, may be of little value from an educational or corrective point of view.

Physical education, using the term in its broad sense, is such cultivation of the powers and capabilities of the child as will enable him to maintain the bodily conditions in the best working order, while providing at the same time for the greatest efficiency of his intellectual and spiritual welfare.

I am glad to be able to say that in San Francisco the claims of physical culture are being recognized and enforced, and as its benefits become more evident, it is destined to play a popular as

well as an important part in the education of children. We need strong, healthy, vigorous men and women, and the time to produce them is during the only years in which they can be produced—the years of their active growth and development.

The principles of all true systems of physical culture, irrespective of name, must necessarily be derived from the science of anatomy and physiology, as regards structure, muscles and organs; from the science of much abused hygiene, as regards the care of the body; and from the science of anthropometry as regards its size and form. It is hardly necessary to mention that its object is not to make athletes, acrobats, or phenomenally strong men; but rather to encourage and maintain the most equable development of the entire body.

It has been stated that there are two proportions in every human body—first, that which is congenital, inherited, and predetermined; and, second, such an increase or modification of these proportions as may be effected by proper training.

The child of short, stunted parents will probably also be short and stunted, and may possibly remain so in spite of any amount of physical training. Exercise cannot make a man a giant, for the reason that it has its limitations as well as any other legitimate subject. There are many things it can and does do—and what is of great interest to us who have charge of growing children, is the fact that it does influence the growth and structural perfection of the body in a definite and remarkable manner.

It is a well-known fact that judicious exercise increases the size of a muscle, and the same is true of the tendons; and the stronger the muscles, the stronger the surrounding parts—the fasciæ, etc., that hold the bones in place. Without exercise the results are the reverse; muscles that have not been exercised become wasted and soft; the ligaments which bind the bones together become wasted, cartilage becomes thinner, bones of smaller proportions and the tissues around the bones become flabby and aenaemic. A person who has good muscular strength has stronger bones. They are firmer and more compact. This has been proved by comparing the skeleton of a feeble individual with the skeleton of a muscular person of the same height and age. The muscular person's bones are actually larger, and the surfaces and ridges where the muscles are attached are much better defined.

It is also well known what an excellent effect exercise has on the upper part of the body. Developing the chest by deep breathing increases the lung capacity and the size of the thorax. It will also accelerate the circulation of the blood, and we all know what an effect an increased blood supply has on the growth and development.

Comparing the growth and development of girls and boys, I have made use of Roberts' "Manual of Anthropometry," which is the most reliable work on the subject published. The spine, the

pelvis, the shoulder girdle are completely ossified about the twenty-fifth year, the upper limb the twentieth year, the femur the twentieth year; the tibia the twenty-second year, and the fibula the twenty-fourth year. Growth is most rapid during the first five years of life. From birth to the age of five years the rate of growth is the same in both sexes, girls being a little shorter in stature and lighter in weight than boys. From five to ten years boys grow a little more rapidly than girls, the difference being apparently due to a check in the growth of girls during these years. From ten to fifteen years girls grow more rapidly than boys, and at the age of eleven and a half to fourteen and a half are actually taller, and from twelve and a half to fifteen and a half years are actually heavier than boys. This difference appears to be due to a check in the growth of boys and an acceleration in the growth of girls incident on the accession of puberty. From fifteen to twenty years boys again take the lead, and grow first rapidly, then gradually slower, and complete their growth at about the age of twenty-three years. After fifteen, girls grow very slowly, and attain their full stature about the twentieth year.

The tables show a slow but steady increase in stature up to the fiftieth year, and a more rapid increase in weight up to the sixtieth year in males, but the statistics of females are too few after the age of twenty-three to determine the stature and weight of that sex at the more advanced period of life.

Mr. Roberts explains the difference in height of the two sexes as follows: It is probably to the greater or less development of the body at the time of accession of puberty that the final difference in the height of individuals is chiefly to be attributed; hence the influences which promote or retard growth at this period are most deserving of study. In boys puberty occurs later, and is less regular and decided, than in girls. The transition from boyhood to manhood extends over a period of from three to four years, and is accompanied by increased physical development of the body; but girls develop into women in a few months, and with the complete establishment of puberty, growth in height is much diminished, and often ceases altogether. Well directed physical training does much more for school children than merely increase the size of the muscles—it will make the body much more symmetrical and better proportioned.

With most men and women personal appearance is a large part of their capital, for there is no profession or occupation in which men and women can be placed, in which a well developed body will not be of value.

Following up the normal proportions of the body, it is interesting to note the head varies least during growth. In the average grown person it is considered to form the seventh part of the entire height. From birth to the period of full development the head doubles its height, while the whole body elongates three or four

times its original dimensions. The most active growth of the head is during the first two years of life. The lower parts of the face grow at a greater rate than the upper, and all horizontal measurements of the head develop less than those of height.

The height of the neck increases irregularly—the most rapid growth is at puberty. The neck ultimately attains to double its original dimensions.

The other parts of the body increase with greater energy, and growth is greater the further the parts are situated from the summit of the head. Thus, while the measurements of the head and neck are only doubled, those of the trunk are trebled, and those of the lower extremities are more than quadrupled. The transverse diameters of the trunk increase nearly in the same ratio as the height. They triple from birth to the period of full development. At the age of six or seven this diameter is already doubled. The anterior posterior diameter of the thorax increases less rapidly and is not doubled until about puberty.

The space covered by the arms extended horizontally with closed hands, is equal to the total height of the body from birth to puberty. The length of the arm—including the hand—is doubled at the age between four and five years, trebled between thirteen and fourteen, and quadrupled at the period of full development. The hand develops less rapidly. After the age of seven or eight the length of the hand has the ratio to the total height of one to nine. This applies to adults, both male and female.

The lower extremities in adults are five times the length they were at birth. They double their length before the third year, and at twelve years they are four times their original length. The length of the thigh varies considerably and has much to do with the differences in the total height of individuals. The foot at all ages of life and in both sexes forms from 0.15 to 0.16 of the total height of the individual. It is only about the age of ten that the length of the foot is equal to the height of the head. Before that period the head is the longer, and after it, the shorter.

Having shown the rate of growth of the different parts of the body from birth to full development, I hope it is clear to everyone how important is the application of the proper kind of exer-

cises, in order to produce well developed symmetrical bodies.

The common physical defects, mostly acquired, found in every school, are drooping heads, round, uneven shoulders, flat chests, slouching gait, lateral curvatures of the spine.

The most common defect is the head drooping forward. The cause is that the head is drawn forward more often than backward, consequently the muscles that are used in the forward movement are developed more than the muscles that are used in the backward movment, with the above result.

The remedy is as follows: Direct the face upward, the head downward and backward; as this defect is most common, this corrective exercise occurs in several forms in every lesson, as taught in the public schools of San Francisco.

Next in order are round shoulders, flat chest and stooping. These are usually found together, and one of the chief causes of these defects is rapid growth, and the fact that the arms in use are drawn forward more than backward. Were the muscles that produce the backward movements equally exercised, the continuous stooping which is accountable for so many evils of malformation would be avoided. That the muscles are weak in the upper back, allowing the shoulders to be drawn forward and down, is the primary cause of round shoulders and flat chests, as well as of hollows which are so common under the collar bone. Therefore it is as useless to tell a child with these defects "not to stoop" as to tell him not to cough when he has a cold, or limp when he is lame. Another reason, and a grave one, especially in early school life, is the desks. When the desks are too high compared with the seat, it causes unequal shoulders and turning of the spine; when too low, a forward stoop. Seats are often too high, leaving the legs dangling; it is in the first, second and third grades where this evil exists mostly. It not only interferes with circulation, but from observation, I believe it is the primary cause of so much restlessness among the little folks. The ordinary seat is far too narrow—it should be wide enough to support the thighs for nearly their full length. The seats should be adjusted to the pupil, and not the pupil to the seats. In many schools a box of the proper height is placed under the desk when seats are too high, as foot rests, and as all know who have tried it, the effect has been

to increase comfort and ease, especially when they sit any length of time.

In connection with proper exercises for the correction of flat chests, I regard deep breathing as very important, and it is certainly all-important in the development of the lungs. In some modern schools ventilation is attended to more or less, but still with all our scientific progress in other educational matters the fact still remains that in many schoolrooms it is far from being perfect or even good, especially in relation to the numbers of children in a room. Fresh air is absolutely necessary for breathing exercises, as you all know. It has been stated by some practical man that he often wished some scientist would invent some kind of aerometer, like the anemometer, not to gauge the strength of the air when in motion, but to register the degree of purity when at rest. It should be hung up in a room, to show to the eye the amount of impurity that is being poured into the air by the inmates, and thus help toward its removal.

Several years ago, at the Industrial Exposition at Zurich, Switzerland, there was exhibited an air tester which is designed to show whether and in what degree the air in a workshop or other inhabited room is contaminated. The apparatus is described as consisting of an air-tight closed vessel filled with a red fluid. Through a glass tube that dips into the liquid and is bent at the top a drop falls every hundred seconds on a cord that hangs beneath and that is somewhat stretched by a weight. The fluid from which the drop comes has the property of changing its color by the action of carbonic acid. The more carbonic acid there is in the air the quicker the change takes place. If the air is very foul the drop becomes white at the upper end of the cord, while the change of color corresponding to a slight proportion of carbonic acid does not take place till the drop has run further along the cord. The exact condition of the air can be ascertained by observing a scale that is placed alongside the cord, and divided into convenient parts bearing the designations, "extremely bad," "very bad," "passable," "pure."

I do not know how successful the invention was, or whether it came into general use in that country; but I think the idea a good

one, and whoever succeeds in bringing about its introduction will certainly be a benefactor to mankind.

The only remedy under the circumstances is watchfulness by teachers.

Pigeon breast—there are two varities. It may be primary or secondary. The former is due to the bone softening through local or general rickets. The latter is acquired and caused by scoliosis and other curvatures of the spine. It may be caused also by paralysis of the inter-costal muscles, after whooping cough, for instance, or pleurisy. It is called pigeon breast because of the undue prominence of the breast bone, and is accompanied usually by flatness of the ribs of the upper region of the chest.

Loss of Lumbar Curve, and Lateral Curvature of the Spine—These defects, or deformities, are the results, in many cases, of the incorrect manner of sitting, and the pernicious habit of standing on one foot. The result of leaning continually in the same direction must be a curvature of the spine and projecting hip. Most of the power and grace of the body depend upon the erectness, suppleness and strength of the spinal column, and the importance, therefore, of avoiding bad habits of sitting and standing must be apparent to all; while all conditions favoring the development of the muscles of the spine should be taken advantage of.

Hips Too Far Forward—The result of this defect is a protruding abdomen and an exaggerated lumbar curve, which is as much of a deformity as a curvature of the spine, the latter being not always acquired, while the former is. The result of standing in this position is that all the weight is thrown on the lower part of the back, the spine being used as a support in place of the abdominal muscles. Thus the muscles of the abdomen not being used, fat collects, causing obesity and also innumerable backaches.

I lay particular stress on this standing position, as it is really one of the most difficult faults to correct. This position of standing just described, combined with improper breathing, does more than anything else to cause the disorders peculiar to women. The simplest remedy is continually to assume a proper standing position, the stomach supported, the chest high, throat open, chin drawn in, the body poised forward, resting on the balls of the feet. In this position, when a deep breath is taken the abdomen must sink in. This exercise can be practiced with benefit by all.

Industrial Arts Department*

Comprising Drawing, Cookery and Manual Training

E. E. Goodell
Chairman

Miss Kate E. Whitaker
Secretary

Manual Training in the Primary Grades

EDNAH A. RICH.

The advocates of manual training, those who understand the subject, either from the standpoint of educators or that of special teachers of some particular form or phrase of the work, without hesitation indorse manual training in primary grades; the grade teachers who know the many aids necessary in the development of their pupils, do not withhold their approval, and the children themselves give evidence of their enjoyment in this work-study; hence it becomes the province of those who know whereof they speak to give a word of encouragement to the teachers, who are ready to take the forward step in introducing a subject which, a decade hence, will be accepted as one of the " essentials."

The term " Primary Manual Training " is so comprehensive that it doubtless conveys to each of us a different impression, and many may rightly question the application of the name to the " occupations " succeeding the kindergartens in the first grade.

Consider, for convenience, all grades below the eighth as primary grades. Take into account that free hand drawing, brush or color work and clay modeling have an indisputable place on the daily program, as does the drill in penmanship, how much time can be accorded to manual training as a subject? Certainly not more than one regular period, in the lower grades, and a double period, in the higher classes, each week, and yet the time is not too little to make a beginning.

Other questions also present themselves—what forms of

*The meeting rooms were decorated under the auspices of the California Club for the purpose of suggestion and demontration as models of schoolroom art.

manual training are best adapted to the needs of the children in the particular school or community; which of the simple series of models can be satisfactorily taught by the grade teacher; what materials will yield the best results with the least expenditure of school money and the teacher's nervous energy, etc. There can be no fixed reply. Each grade must answer for itself, and fortunate the teacher who can read what is written.

The introduction of any new subject is fraught with obstacles, because the people directly interested have not been satisfied as to the relative value of the study; therefore, the teacher must explain as best he can the plan and purpose, trusting time and success to determine for the onlookers the correctness of the theories and true value of the work.

The trend of thought is at present tending toward the establishing of some form of handicraft in the primary grades. Teachers' College, in New York; Sloyd Training School, Boston; and School of Education, Chicago, are giving prominence to their several solutions of the new problem, and the normal schools in many states are active in the furthering of the good work. In California, San Jose and Los Angeles normals take first place with Throop Polytechnic Institute normal department, and it is to be hoped the University training schools for students in its department of education will soon be given definite training in this essential educational and practical work.

Enumeration of the beneficial results of primary manual training would require a special paper, hence accept the conclusion of those in authority, that manual training has, in the development of the child, a place no other subject can fill, and agree that manual training should be taught in all the grades.

The several branches of work taught in primary grades may be divided into two classes: 1. Those branches which require a special equipment and a teacher especially trained, as cooking or domestic science in the upper grades, and sewing, sloyd or bench work in wood and metal work. 2. Those branches which may be taught in the classroom of a graded or rural school by the regular teacher, if a special teacher is not available—paper cutting and folding, constructive work in paper and in cardboard, cord work, bead work, weaving raphia, basketry, whittling or knife work, etc.

Each of the forms of work mentioned carries its quota of good,

and wise is the teacher who knows how to apportion the time per week and weeks per year to any chosen subject.

Sloyd or bench work in wood can with success be taught in public school classes in grades beginning with the fourth and continuing to the ninth, that is, from eight to fourteen or fifteen years of age. Of course, interesting and successful work may be accomplished with individual children of six and seven years, but it is my purpose to look at the field as we now find it in the public schools.

Sewing for girls in grades fourth to eighth, or from eight to twelve and thirteen years of age, with the same lesson period (one and one-half hours per week), is a most satisfactory arrangement. (Cooking, with the accompanying lessons in household economy, in the eighth grade (one two-hour period) is most desirable, and it is fortunate when the work can be carried into the ninth grade as well, since more attention can be given to the chemistry of food, and their composition).

While sewing is much more effectively taught by a special teacher, a reasonable knowledge of the subject can be acquired by a grade or rural teacher who, devoting a shorter period than the one mentioned, may give her pupils a most beneficial training in sewing in the schoolroom, a plan often followed in cities where the work is in charge of a supervisor. The same is true of all the other work mentioned, and also of knife work or whittling, and bent iron work, especially adapted to rural schools, though helpful in the grades—say fifth and sixth—of a town school.

Raphia is a fascinating medium in which to work, and since it may be employed in the making of articles so numerous and varied, it can be made suggestive for home use by giving a little instruction in the school as to the methods of manipulating this pliable material.

If, for the sake of form, design or use, a basket is planned, the children may be taught at school to take the stitches and then continue their interesting work at home, or at least out of study hours, the teacher keeping an oversight and guidance if possible on the efforts of her charges. The same recommendation for basketry might be applied to rug weaving, cord work, bead work and paper cutting and folding.

Sometimes a group of children need one form of work as re-

laxation from too close attention; again their requirement is to be brought into relation with the exactness and promptness of hearing, seeing and feeling, which paper cutting and folding can give. Usage has already determined the upper grade work, and the teacher must begin in the first grade to prepare for advanced manual training, just as truly as the first lessons in number and reading start the boy onward and forward by giving him the habits of ready perception and accurate expression.

Constructive work in paper, with as near an approach to exactness as can be expected from first, second and third grade pupils, should precede bench work and sewing. If neither subject is taught, then cardboard work is admirably fitted to give fourth, fifth and sixth grade pupils the training they need.

Costly and elaborate equipments for classroom work are to be avoided, as are over-decorated, difficult models, whether in paper, cloth, raphia or wood. Good proportion and simplicity should be the rule, and neatness, carefulness, promptness the attendants.

Primary manual training should be suggestive rather than final, and should have for one of its objects the training of children to see in the work of their hands the relationship of the other pursuits in the school world and in the larger world-round about them.

Such work is especially valuable to the boy who, leaving school in the fifth or sixth grade, is called to "meet life face to face." Every teacher recognizes the restless age, when the boy or girl wants to be "doing something," either because he sees the necessity for support or desires to receive recognition as a contributor to the economical life of the household. Statistics show that manual training gives to these children, who form a large proportion of the primary grades, an incentive to remain at school and to carry on their other work with greater zest and interest.

Primary teachers are privileged to see two phases of child-life of which the upper grade teacher knows little. There is the age of construction (or destruction, according as he is trained), when the child makes toys and things for his own use, and a little later the age when, above all things, he desires the appreciation of his efforts by those who have a part in his life. To those educators

to whom this thought is new, we can only say that there is ample proof, and no teacher who once adopts manual training in the primary grades will ever willingly relinquish it. I would urge a fair trial of the work, and courage and patience for those who have a belief in Ruskin's words, "Education is leading human souls to what is best, and making what is best out of them."

* * *

Some Tendencies of Manual Training

ELMER E. BROWN.

LADIES AND GENTLEMEN: I do not think it is quite fair for this section to call upon me twice within three or four weeks to talk about manual training, because the first time I came up I told all I knew, and there isn't time enough for me to learn a new speech. Under the circumstances, I do not see what I can do but to tell you the same thing over again, so that is about what I shall have to do to-day.

If I were to talk of my experience in manual training, I should have to tell about the days of my boyhood, and the good times I have had with tools, and about the later endeavors that my wife makes to put those early experiences to use, when anything breaks in the house.

However, to get right down to the thing in hand, what I should really like to speak about is, perhaps an extension of the things that I endeavored to talk over with the members of this association three or four weeks ago, and the aspect of this subject which appeals to me, I can put in about this way: There has been in the history of education certain changes with respect to the scope or functions commonly assigned to the school. The school at one time may have undertaken to do a certain part of the work of education, at another time it may have undertaken to do another and very different part of the work of education. The school has varied in the portion of the field of education which it has appropriated, for we must remember that there has never been a time in the history of education when the whole range of education was the business of the school.

In the history of education many of its functions have devolved upon other institutions, primarily upon the home, but largely on

the church also, and in later times upon the press, as well as a great many other different organizations. Now, the marked tendency of recent times has been to extend the functions of the school in the matter of education, to take more of education, if you please, from its scattered positions, from its distribution among a variety of institutions, to take more of education from these various fields and concentrate it in the school. This, in fact, is one of the marked tendencies of modern education; it is, undoubtedly, one of the very marked characteristics of our age. In our university life we see that a very large number of educational functions that formerly were not regarded as belonging to the university are now regarded as the proper field of the university. The same thing is true of the lower schools; there is a tendency to concentrate in the school a great deal of education that otherwise would be secured abroad.

Now, there are some points of that tendency that I would like to notice. In an earlier time the chief institutions having to do with education were the family, the school, and the system of apprenticeship, and for the various occupations in life, even for the professions, notably for the professions of law and medicine, the crowning feature of the education that was to be taken was an apprenticeship. So it was that the physician took his apprenticeship with a practicing physician; the lawyer took his with a practicing attorney, and it was not thought to be a business of the school in any considerable measure to prepare the student for certain occupations in life. The tendency has been to extend the scope of the school by taking in a considerable part of that portion of education which was in former times asigned to apprenticeship. I think we shall understand one of the very marked and very significant educational movements of the times if we can have a knowledge of this particular tendency, the tendency to take into the school what was formerly given over to apprenticeship. There are several reasons why this change has taken place. For one thing, the very fact that by slow processes the profession of teaching has been coming up to the rank of a profession, the fact that popular interest is more centered in the school, has tended to make the school reach out and become more comprehensive.

One reason for this extension is undoubtedly that the learning to do things can be accomplished more economically in a

school than under the system of apprenticeship. It can be accomplished in a shorter time and more effectively than it could under apprenticeship. In that very fact lies one justification of that tendency to extend the scope and province of the school to include apprenticeship.

How does it happen that it is more economical to do this sort of thing in the school? We save time, probably, because, for one thing, this being the chief business of a school, it comes, by slow degrees, to be better organized, its processes come to be better co-related than they would in an institution in which the training of the youthful members was a secondary consideration. And then again, there is another aspect of it that is very vital to our purpose, and that is this: That it is possible in the school, it is perhaps characteristic of the school, that it should seek to prepare for definite functions by preparing for a broad and large development of human power to begin with. It is a type of the practical vocational education that is accomplished in the school that was set forth some time ago by President Butler, of Columbia University, when he was speaking of the tendency of the times toward specialization: "The world does not need narrow men, but it does need broad men sharpened to a point."

Now, it is characteristic of the work of the school that it prepares for a definite function in life by broadness sharpened to a point. Now, when we get so far we are getting into a difficult question in pedagogy. The pedagogical doctrine that we come up against a doctrine that has been very largely exploited, largely by its opponents, under the name of formal culture, that is, the assumption that it is possible to get some system of training that is universal in its application, power that can be turned this way and that. About a century ago the doctrine of formal discipline was a very influential doctrine in education. It was hardly worked out in detail, or psychologically; it was largely an assumption, but an assumption of general acceptance in education. It was assumed that if we could have found a course of instruction which would hold the largest amount of this common coin, we should have solved the problem of the course of study. That assumed, of course, that there was such common coin, that it was possible to accomplish something in the school that would be universally useful.

Now, within the last two decades, or thereabouts, since the

time of Herbart in Germany, there has been a very strong protest set up about this view of education. It has been asserted that the only thing the school can do is to prepare the student for his specific function in life through a course of study exclusively directed toward that function. That there was nothing universal in education. Now, at the present time there is a very large following of this extreme doctrine, and I think we are safe in saying that it is an extreme doctrine. The older doctrine of formal discipline, which would maintain that almost anything in education yielded results that could be used almost anywhere, is gone forever. We cannot bring that back, but we cannot go to the extreme of saying that education gives us nothing that can be used except in the special sort of education in which it was secured. In fact, as we go on examining this question more and more closely, we find that in a variety of ways education does yield discipline which can be turned this way and that. One individual can get from mathematics something that will help him in theology or medicine, which to another who is differently constituted, what he gets from mathematics will help him only in mathematics.

What we want to do is to utilize to the last possible degree any ability that education may possess to yield universal power. That is a very awkward statement of it, but perhaps you will get what I am driving at. We want to have studies pursued in the schools which yield results which will be of use in as many directions as possible. We want to analyze methods of instruction with reference to their capacities for increasing human power in the large.

Let us see what bearing this has on such work as that we are considering, for I think it has a very important bearing. Going back to what I was speaking of at the outset, we may expect an extension of education of a purely vocational sort. To train students to do the various kinds of work which peculiarly belong to them. We may expect a continual extension of work of this nature, and we shall eventually attain to that conception of education which is not universally accepted now, namely, that the education of the American child shall not be considered complete until it has been rounded out by specific training for a specific occupation in life.

We may hope to see all of our education in the schools lead up eventually to a point in the career of the student where he can

do well some one thing, which will constitute that individual's contribution to the common good. Now, how far the work of purely vocational schools shall be the work of public schools is something I cannot undertake to say. Already there are public schools giving certain kinds of purely vocational training. There are certain kinds of vocational training given in the universities, and in some of the business courses of the public high schools; but whether the whole range of occupations will eventually be regarded as a proper subject for instruction in the public schools, I am utterly unable to say. Probably not, at least not in the near future.

Now, in the next place, the public schools having to deal with persons every one of whom we may assume is preparing for a vocation in life, not simply a part of them, every one of whom is preparing for some specific social service, the public schools must not only give a broad general training, but must, especially in their later years, give rather more time than they have in the past to that other kind of broad training. I am not speaking of purely vocational training; that other kind of broad training, which is perhaps less broad, which is the foundation upon which the various handicrafts rest. That is, we must teach subjects like drawing in the schools. Not simply for culture; we must teach them for that, too, but we must teach them in the schools also, because they are going to be of use in the various vocations that the pupils will pass into. We must teach, I think, general manual training. We must teach cookery to the girls, and dress-making. I think we must have more of those things than we have had in the past. We must, just as far as possible, work out thoroughly and practically the plan of what we can do in the schools, that will give a kind of power, a kind of training, which can be used in many directions, according to the choice of a life work by those who have taken our instruction. And that not simply because there will be many different occupations in life chosen by those who are under our direction, but because under American conditions it is extremely desirable that the workman should be able to change his occupation when great social changes occur. They should have a power that can be turned as much as possible this way and that and the other way, so that they may have a certain flexibility, a

certain adaptability to social conditions, which the extreme changeableness of our social life at the present time demands.

* * *

Art in Handicraft

ARTHUR B. CLARK.

The modern movement in expansion of knowledge, of which expansion in education is a part, has aroused no more healthy interest than that in manual training.

Accurate thinking is possible only by sound acting. Doing with the hands is a test of ability to think clearly. It is folly to hold that abstract thinking is higher or more noble than materialized thinking. The fool believes that sport affords more pleasure than work, and that an aristocracy is noble when it holds itself above manual performance.

A gentleman once told me that his daily program included eight hours for labor, eight hours for eating, dressing and recreation, and eight hours for sleep. It was a good program.

Would you have wisdom? He who has learned wisdom makes the work hours the most pleasant part of the day. The fool makes his work drudgery instead of keen pleasure. The fool makes his play dissipation with nervous excitement, gambling, drinking, or tawdry play-going. The wise man makes his work profitable to the world and strives to improve by quality or quantity the share he can do in a given time, whether it be sewer digging, garbage collecting, house building, furniture making, or rag sorting. If the writings of such men as Charles Dickens and the acts and writings of such men as Col. Waring, Jacob Riis, Booker T. Washington, and President Roosevelt stand for anything, it is for the fact that any calling will elevate a man if the man will elevate the calling.

Play is a lighter form of work without its responsibilities, and should bring into use reserve faculties, keeping them in readiness with fictitious work, as a cat sharpens its claws on a post.

To inculcate a wholesome attitude toward work is the task of manual training.

But the present topic is with one side of manual training—design.

In design there are three considerations or principles—use, structure, and beauty.

Use requires that a thing shall be adapted to its purpose, a chair is made to sit in, the same size is required for a peasant and a king. If the king's chair is extraordinary in size his legs will dangle. A table is to hold articles or to work upon, it must be firm and the right height; a pitcher is to pour from, a paper knife

to cut paper with, a wall ornament should be good to look upon, and a dust pan tied with a red ribbon or a gilded pine cone hardly fills the requirement.

Structure requires that an article shall be strong, well put together, with enough material and the right material for the purpose, and with the design adapted to the artistic possibilities of the material. A wooden table cannot have the form of a brass and marble one. Mission furniture is well designed for oak wood, willow and rattan require other forms. Blown glass is more beautiful than cut glass, and utilizes better the intrinsic beauties of the material.

But these considerations of use and structure alone are not enough; following them alone one may sometimes by accident produce a beautiful product, such is the case with yachts, axe handles, ox yokes, etc.; but such is not the case with sawbucks, high board fences, factories and houses, where economy of use and structure alone are considered. Where art is left out we have staring, bleak buildings with no eaves and no belt courses, no features of expression, like a hen without feathers. Such a hen might lay well, but she would take no prizes at a show.

People often try to criticise beauty with utilitarian or structural principles. It is folly. Beauty has its own laws.

Beauty involves two classes of principles, first, relating to abstract form, proportion and beauty of line; second, principles relating to ornament.

Abstract form is what the architect considers; it involves considerations of order, predominance of important lines in one direction, their emphasis by shadows, etc., in short, the pictorial or visual effect in light and shade, mass, duplication of parts, rythm, echoes and those devices which make up the designer's vocabulary, for use in the language of form. One common fault in abstract design consists in sticking machine-made mouldings or turning lathe pieces anywhere and everywhere; they are so cheap they form the carpenter's patent medicine—good for all diseases of poor joinery and bad design, the same pattern is often used horizontally and vertically, in a recess or on a fillet. Better they were never used than used indiscriminately.

Ornament should be carved in, not put on. The article should be shaped first according to the principles of use, structure and proportion, and then its surfaces and panels may be enriched by carving. If a projecting part, as a chair arm, is to be carved, the carving must not alter much the shape which use, structure and proportion have dictated. This principle applies to paper knives, clocks, pianos, etc.; even statues on buildings are better in niches arranged for them, where esthetic taste demands such forms.

A design must fit its place, and hence a design can be perfectly

used but once, hence the evil of heedlessly copying from another place, or from books of patterns, whether for needlework, pyrography, repousse, carving, or any purpose. Good work of others should be studied for suggestion and inspiration, but the zest, the inspiration which makes work better than play, and which affords a satisfactory retrospect at the close of the day's work, is not for the one who has copied, but for the one who has originated, created.

Appropriateness. Some articles should not be decorated, an axe handle needs no ornament, the coal bucket had best be plain, if too fine it will not be fit for coal. Lillies of the valley on a cast iron cook stove are an abomination, most cast iron ornament is awful. Kitchen decoration may be otherwise attained. The decoration should not be too suggestive of use. A fish fork decorated with fish scales, or a table leg like a bird's leg, or a slipper box with slippers embroidered on the cover, or a sofa pillow with the motto, "Come and rest," or a chair inscribed "Come to my arms," each and all are bad. Ornament should entertain the mind at leisure; the above ideas merely tickle the fancy once or twice, like rag-time music, or childish conceits, but they soon disgust, because they have no intrinsic merit.

Ornament must have intrinsic worth. If of a grape vine, for example, it must show us how beautiful are the most vital characteristics of a grape vine, the kind of stem, the angle of branching, the bud and joint structure, the way the leaves set on the stem, etc. It must be adapted to the space, of course, and be shaped as a grape vine would be if it had to grow in just that space. The leaves must be thick, because it is carved in wood, but the character, which may be appropriately shown in wood, should be made so attractive that nothing will seem so fine as a grape vine.

At the 1876 Centennial a marble statue represented two children playing "cats' cradle," the string was painfully represented in marble carved from the one block; for marble it was a vulgar thing to do, and a wrong idea of perfection; in bronze the idea would have been in good taste.

Much may be done by utilizing the artistic possibilities of the material. Wrought iron bends and twists readily, wet leather may be molded, and it dries in that shape. The Japanese make the most of wood by wearing out the grain instead of sandpapering it. Feathers, pearl or bark may be tastefully used, if used sparingly, for their textures, but a picture made by pasting bits of feathers on a board, or a box covered with glued-on shells is barbaric. Sandpaper may smooth a piece of wood, varnish may preserve it, but neither is a substitute for taste in "finishing" it.

I feel like pleading with Mr. Neilsen for less bric-a-brac and

more straightforward, simple, honest, applied art, made and designed at first hand for real use in a definite place.

One who it not an artist should not attempt to design in the field of beauty; if one recognizes only the principles of use and structure, let him confine his efforts to objects which pretend to no beauty. The designer and carver of ornament must be trained in the principles of art—must be an artist. The essentials of bricklaying may be learned in a few months, but artistic taste is a matter for lifelong cultivation, through constant study of nature by drawing, observing and by working out problems. There are no secrets to be imparted from the past; too much study of historic ornament results in a rehash of dead symbolism, yet the past has much to teach.

How shall all this about design be taught in the schools? It cannot be taught directly. We have no text-books on morals, no lessons are assigned and recited in good character, but teachers have morals which tinge and color every word and gesture. Likewise they have taste which impresses the pupil and sharpens his latent taste. This taste is a delicate flower, and needs watchful and constant attention and cultivation.

The teacher, especially the drawing and manual training teacher, must cultivate her own artistic resources by drawing beautiful things from nature—plants, flowers, animals—thus storing the mind with nature's method of designing beauty. The teacher should design and execute with her or her own hands—"Do the works and ye shall know the doctrine." Study the best which has been done. Study wholes, not fragments. Not one period only, but all periods, including the best in our own generation and country and city. Look for inspiration to educated architects, painters and sculptors; they represent the mature workers in art, in handicraft. The rudiments can be taught only by one who knows the mature product of the art.

I say look to the best; too often Gibson is used as standard, when Abbot Thayer, or Chase, or Abbey and many others are so vastly superior; too often a mill man's catalogue or the "Carpenter's Cyclopedia" is consulted instead of such magazines as the "International Studio," "The House Beautiful," "The Craftsman," "The Architectural Record," etc. And all school men are in danger of executing little drill exercises from little process manuals, in little cut and dried methods, with no creative inspiration! These same exercises may be excellent, but only if the teacher's soul is on fire! Inspired by the best architecture and painting, will the pupils get the right inspiration from any exercises or set of models.

One may learn something from so-called "Schools of Design" in a two or three years' course, but too often they aim at the quickest way of duplicating old designs by meretricious methods. Schools of painting and architecture are better, but years of

growth must be added to any school formulas. The teacher who teaches art must live the artist's life; any other method is that of the thief and robber. It is the very finest of professions and demands the best preparation and the best effort.

In the general art outlook we have much for congratulation; not in years has there been such genuine art interest as now, nor such fine achievement. Compare the current art journals with those of ten years ago; compare the artistic calendars for 1904 with those for 1894; compare present photographic mounts with former ones. But some of the old red, yellow and blue calendars are printed for the use of 1904. What type of applied art are we doing in school—the 1894 or the 1904 kind?

* * *

Schoolroom Decoration

MRS. J. W. ORR.

From the club woman's standpoint this state convention of teachers offered a fine opportunity to bring the subject of schoolroom decoration directly to their attention, and to assure them also that the club women of California would undoubtedly co-operate with the teachers in providing ways and means to secure suitable pictures for decoration and for study if the matter was publicly and intelligently discussed. This co-operation of teachers and women's clubs is a proved success in many Eastern towns and cities, and is more than a possibility in California, with the growing interest of the club women in the welfare of the public schools.

If the city teachers or the country teachers would bring this question before any organization of women in their respective communities, we feel assured that the work would prosper without making demands upon the school trustees or Boards of Education other than to ask that the walls and wood work be in good repair and of a suitable color as a background for pictures and casts. As a practical demonstration and for the purpose of suggestion and comparison, we have taken an ordinary San Francisco schoolroom, and without changing the tint of the walls or concealing the blackboards, without the addition of shelves for decorative purposes, leaving the working apparatus of the schoolroom intact, we have placed pictures in proper spaces upon the walls, which, you will immediately concede, change the barren aspect of the room to one of comparative beauty and repose. Something, then, is above the line of the blackboards to rest and refresh the eyes and minds of scholars and teachers; something to instruct and inspire. If any organization of club women would begin this work in one school, we feel sure the work would grow by suggestion. The California Club has plans in view to decorate one of the San Francisco schoolrooms, with the co-operation of the principal and his pupils, and it is this co-operation that is the one necessary factor toward creating a widespread public sentiment in favor of better schoolrooms.

With pictures on the walls, with portfolios for picture study, the child passing through the grammar and high schools will have gained, unconsciously, a fair knowledge of the world's masterpieces of art, just as he has, as a result of his studies in literature, a fair knowledge of the master minds in letters. I am speaking, not as a teacher, not as an artist, but as the ordinary club woman, knowing the practical spirit of service in the modern club movement, which, together with the world of pictures, awaits the demands of the teachers of our public schools. Those who follow will give you the teachers' standpoint and the artists' idea, so that you may carry away with you some helpful suggestions, and perhaps when you hear what has been accomplished in Eastern states, you may be inspired as well to inaugurate an active campaign in the matter of schoolroom decoration.

* * *

What Has Been Done In Eastern Cities

ALMA GLASGOW-WHITE.

All that is left of any civilization is its art. The position, climate and resources of a country and the individual character of the nation chrystallize into men as the representations of their times as Phidias, Angelo and Rembrandt. The sway and movement of the masses of the people keep tossing to the surface like cream, men who are the crystallizations of all these influences; they toss so high above the heads of the people that all can see them. These are our geniuses, and geniuses can be equalled but not surpassed. Lastly, they stamp their work with their own individuality, otherwise they would not be geniuses. These geniuses produce one work superior to the rest. These single pieces, whether architecture, painting, sculpture or literature. The art is the one thing that floats on "this surge of universal life"—the climax of the age and of the time. Art is chrystallized history. "We may read the character of men and nations in their art as in a mirror," for it is the historic expression of man's aspirations, but "it takes a great deal of life to make a little art," said Alfred de Musset.

[Extract from a speech by Cardinal Wiseman to the people of Manchester, England, 1852:]

"There was a period in Rome, and there were similar periods in other countries, at different times when there was no distinction between the arts of production and the arts of design. And those very things which to us now are objects of admiration as artistic treasures were then merely the common, ordinary, daily utensils of the people. When we translate the high-sounding Greek names into English, we get very modest results—pipkins, basins, ewers and flagons, and such homely names as these. Take the collections from Pompeii and Herculaneum—these different ob-

jects have not been dug out of temples or palaces specially, but have been taken out of every sort of house—houses belonging to the citizens—and I think you may see that there is not one in the collections which does not immediately arrest the eye, both by its beauty of form and by its exquisite fancy. It has been said that the modern civilized world in its many arts and many trades does not exhibit a small proportion of that elegance and ornament which are to be admired in the remains of furniture found in these two buried cities—two cities which occupied so insignificant a place in the ancient world. * * * You do not suppose these were the designs of the Flaxmans and Baileys of that day. Who ever heard of a great artist in Pompeii and Herculaneum? And how can you imagine that every house furnished itself with what are considered exquisite and extraordinary specimens of art for the use of their everyday life? And then, where are the common utensils if these are not they? Were they carried away in the flight? But the most precious would surely be carried away and the commoner left behind. Nothing of the sort. One may see here everything that is to be found, and everything is beautiful in shape and generally in finish. We may conclude that the braziers who made these things were able to make them; they were made, not to be put in cabinets, but to be knocked about by servants."

Here is a state of art in which the producer—the man who makes the artisan, who manipulates, who handles the object of manufacture which he produces—was able to do what now defies almost our superior workmen. Articles for utility, but they have beauty as well.

The artisan made, and the public knew how to appreciate.

The art that is in these beautiful things is a part of themselves; it is bestowed upon them in their fabrication.

"You may take the Etruscan vase, and you may scratch away every line which has been traced by the embellisher upon it; but after that, the seal of beautiful design, grace and the elegance of true art are so stamped upon it that to destroy its beauty you must smash the vase."

It is inherent with it, was created with it, and inherent because it was made by hand and by one man, and a man that loved his work.

Phidias did not hinder God from creating Michael Angelo. In addition to the beautiful and uplifting influence on all, we as a nation wish our artisans to be artists—men who love their work, for "Industry without art is brutality," said Ruskin. Men who do not, according to Adam Bede:

"Throw away their tools i' that way the minute the clock begins to strike, as if they took no pleasure i' their work. * * * The very grindstone will go on turning a bit after you loose it."

To become such men they must see beauty. The one, and at

present the only, means at hand aside from nature herself are the pictures and casts of the best the world has to give, both ancient and modern. These we can have. The power of such beauty bears no relation to its price.

In 1851 the first World's Fair was held in London, and for the first time the industries of the nations were brought together. England was surprised to find that her industrial exhibits were far behind those of the other European countries; that France was even building her locomotives; that her shawl and silk trades, her designs, engravings and dies were absorbed by the superior skill, finish and workmanship of the continental manufacturers and artisans.

Thoroughly aroused, England looked about her. No time to be wasted. Her actions were prompt and decisive. Technical schools were immediately established in all the large cities, and also in the smaller ones, especially manufacturing centers.

The Kensington School of Design was founded at this time, and £1,000,000 was appropriated for a single art department of this school. She filled her museums and established new ones. She sent a traveling museum to her different manufacturing centers that the workmen might have a chance to see articles beautiful in every way; for to obtain beautiful creations it is absolutely necessary that the designer be familiar with beautiful forms and harmonious color.

The energy of England awakened the United States to the fact that when a state can add to its practical skill the power to make that practical skill beautiful and in good taste, such a state has wedded an element to its progress, wealth and influence.

One manufacturing company in Massachusetts expended $40,000 annually in designs, and this sum went to France, Germany and England. But designs and designers could not always be imported. Some effort should be made by a country to develop skilled workmen within her own gates. The initial step was taken in 1870, when Massachusetts made drawing a compulsory study in her public schools—made compulsory, but there were no teachers. Walter Smith was imported from South Kensington to give the impetus.

In 1873, three years after Massachusetts had caused drawing to become compulsory, another World's Fair was held, this time in Vienna. In the twenty-three years which had elapsed since the Fair in London, England had regained prestige, and all the nations were represented in their art departments at this time.

Massachusetts appointed a Board of Commissioners, composed of leading specialists and artisans, to visit and report on this exposition.

I quote a few extracts from this report:

"Speaking generally and taking into account the civilization, the wealth, the standing, and above all the pride of the country

But with all our advance we are as a nation or people ignorant of the fine principles of art. I say this in all candor, for it is so. As a people we are not sure of ourselves to pass judgment, to say when one thing is good and another bad. We take some one else's word for it and stick mighty close to the safe names, the names the world has already accepted. But we are eager and are searching with eyes, ears and hands.

A man thirty-four years old is a young man, and one of twenty-eight is apparently a callow youth! And yet no longer ago than 1870 and 1876 the United States was a blank as far as art was concerned. To-day, like mushrooms, technical schools have sprung and are springing into life all over the land, and pictures, casts and their harmonious surroundings are swept into schools as by a tidal wave.

"On such a full sea are we now afloat." Sensible men do not advocate and do such things without reason, although people ignorant of the subject will exclaim, "What nonsense!" But is it nonsense?

The last five years has seen a very sweeping movement along these lines in the East, affecting the smaller cities as well as the larger ones.

Rock Island and Elgin, Illinois, and Davenport, Iowa, with populations of about 20,000 people, have been spending from three to five hundred dollars a year for such purposes. St. Louis, Milwaukee and Detroit have spent a great deal of money along these lines.

At the N. E. A. at Minneapolis two years ago the best pictures of the city were exhibited in one building, the value of which Miss Snow the supervisor of drawing estimated to be worth ten thousand dollars, based on actual cost.

Indianapolis, Indiana has a fine collection, including a number of original paintings by local artists, of which Indianapolis has several. A most commendable movement.

Aurora, Illinois, is unusually well equipped, having spent at the rate of $1,000 a year for the last three years. Walls all tinted, both schoolrooms and corridors, beautiful pictures and casts in all. The halls are usually a soft dull red, which shows the pictures, pedestals and statues very nicely. One schoolroom I remember particularly—walls a soft green, curtains over blackboard a harmonious tone of green, woodwork ivory white, harmonizing with the casts, a shelf with a few bits of ceramics.

The money was mostly raised in Aurora by penny contributions from the pupils. One penny a week allowed, no more, and that only optional. Their enrollment five years ago was 4,000 pupils. If only half contributed, allowing nine months' session

in the year, they would have $720; if three-fourths gave, $1,080 would be gathered in.

This plan has been tried in other places with much success, and I know of none better, for it works hardship to no one.

Aurora has also been wise in a committee of selection, realizing that in zeal many bad things may get in—far easier to get in than get out—for schoolrooms should be restful and dignified, have few things, but the very best, and those good size. Their committee is composed of, if I remember correctly, the superintendent of schools, a member of the school board, supervisor of drawing, a representative of the clubs, a business man and one or two others representing different social elements of the place.

School boards have used the following plan also for raising money for this purpose—appropriating a certain sum if professional people would raise an equivalent sum in a legitimate way.

The most popular method, though, for raising money has been in art exhibits loaned by picture firms. Many places, and especially smaller places, have availed themselves of this opportunity. This and the noble efforts of the Woman's Clubs and Pupils' League have been the source of most income for these purposes.

Marshalltown and Clinton, Iowa, have done a great deal also. Marshalltown, particularly, has spent much money on pictures and ceramics. One club there adopted a schoolroom and made it a complete room, which method by contrast often works as a lever. A well-furnished room, artistically, harmonious and restful, will make others appear more bare and unattractive by the contrast.

One other method. The gift of a public-spirited individual has this same motive at the foundation.

A wealthy woman in Dubuque, Iowa, made a present of a complete schoolroom, putting in new floor, tinting walls, supplying furniture, globe, flag, dictionary, all the necessaries, as well as the wall decorations. A truly beautiful gift.

A study hall in a high school in a small town of some 5,000 to 6,000 inhabitants is a beautiful room. Also a gift. Walls soft buff, white curtains, black gas fixtures, a very small allowance of blackboard, which for artistic effect was a gain. A large cast of "The Trumpeters," two large Elson photographs, "Stratford on Avon" and "The Temple of Philae," a handsome copy (large) of Hoffman's "Christ in the Temple," also of "St. Gaudens," Lincoln, with flags, "Colored Facade" (restored) of the Parthenon, with a fragment of the "Victory of the Sandal," "The Madonna of the Chair," Turner's "Old Temeraire," "The Gleaners," by Millet, and portrait of Emerson completed the pictures. Over a doorway was the "Winged Hypner" and a handsome shelf, matching the woodwork of the room, supported on thick, well-shaped brackets, holding the "Last of the Trumpeters," a jardiniere and Barge's "Walking Lion," completed the room.

The influence of good pictures and casts can hardly be estimated.

The spiritual face of the "Boy Christ," by Hoffman.

The trust in a beneficient providence in Millet's "Sower."

The purity of Watt's "Sir Galahad."

Nobility and grandeur of Michael Angelo.

The humanity and light and dark of Rembrandt.

The mother love of the "Madonnas."

Dignity of Sargent's "Prophets" and productions of John La Farge, Shaw's "Memorial by St. Gaudens."

The elevating influence of pictures of good architecture—Notre Dame, Parthenon, facade of the Palace of the Cloth of Gold, Venice.

Teachers, philanthropists and supervisors can tell many affecting incidents of this effect on children. I will mention one incident:

A teacher placed a good copy of the "Sistine Madonna" in the front of her schoolroom. She had one of those proverbial "bad boys." She made no remarks about the picture at all, just hung it and let it do its own work. After a few days the boy seemed to make attempt at a cleaner appearance, which improved as the days passed. At last the teacher ventured to speak a word of commendation. "I tell you, you can't look at that picture and not want to be better," was the boy's answer.

Those of us who have worked with the little people of the poor sections know what we are talking about when we speak of this influence. Nathaniel Hawthorne said:

"All this Greek beauty has done something toward refining me, and I felt what an effect pictures might have upon the devotional part of our natures."

"Nourish the individual, you improve the home;
Improve the home, you benefit the community;
Benefit the community, you ennoble the state."

Dr. Ricord, a celebrated French physician, whose specialty brought him in contact with the results of all manner of social vice, was a professed materialist, and rather delighted in asserting his views. The Hon. Charles Gayarre, of New Orleans, one of his most intimate friends, on one occasion was taken by the valet through the doctor's bedroom to his office. To the visitor's astonishment, the walls of the chamber were covered with magnificent paintings, representing none but sacred subjects. On a sculptured prie dieu lay open a superbly illustrated copy of the Gospels, and over it hung an exquisitely carved Christ on a gilded cross. "Guessing," says Gayarre, on meeting Ricord, "at what had passed in my mind, he said, with a laugh, not unmixed, I thought, with some embarrassment of manner, 'you are surprised, are you not?' 'Certainly,' I replied; 'who wouldn't be? Faith, my first impression was that I had been introduced by mistake into the

bedchamber of the Archbishop of Paris.' 'Well, my friend,' he said in a half jocose, half serious tone, 'I hear and see so many unclean things during the day that on retiring at night I like before going to sleep to refresh my eyes by looking around my room on holy objects.'"

The atmosphere of art should be a moral bath. All art should uplift; it ought to be an antidote for vice that ought to be its spirit and its power.

Finally, brethren, "whatsoever things are true, just, honest, pure, lovely and of good report," let us place these in the schoolroom, for "if there be any virtue" our babies and our boys and girls may think on these things.

Then when it shall come to pass that the workman is an artist, then we shall have reached those victorious days of which William Morris speaks: "When the millions that sit in darkness will be enlightened by an art, made by the people, for the people, a joy to the maker and the user.

* * *

A Discussion of Manual Training

PRESIDENT GEORGE A. MERRILL.

Professor Brown speaks wisely when he tells us that the tendency of manual training will be more and more in the direction of giving a somewhat specific preparation to youths who have promise of an industrial career. I have just returned from a two months' tour of inspection among Eastern industrial institutions—the third trip of the kind I have made at intervals of five years or so for the purpose of noting the progress and tendencies in the general field of industrial education. On that score, perhaps, I can claim an analogy with the astronomer who determines the path of a comet by observing its position at three different times. While there appear to have been no decided departures in Eastern manual training schools during recent years, nevertheless this tendency referred to by Professor Brown is unmistakably in evidence. The claim that mechanical toolwork and other forms of manual training are highly valuable from a purely disciplinary point of view having now been established beyond question, there seems to be a growing sentiment against permitting this claim to stand as the sole aim and end of manual training.

In a paper read before the Department of Superintendence of the N. E. A. at Cincinnati, February 26, 1903, Professor Charles R. Richards, director of the manual training department, Teachers' College, Columbia University, voices this sentiment in the following terms:

"Manual training workers in the past have to a large extent rested their philosophy upon the disciplinary and formative value

of handwork, and have given comparatively slight attention to the subject-matter value and opportunities of their work. Practice has for the most part conformed to this attitude, and the result has been systems or schemes of work arranged with great attention to the development of skill in rather narrow lines, but with little concern as to breadth of knowledge or insight into practical conditions.

"A change, however, is becoming apparent in the situation. As the insufficiency and incompleteness of the theory of formal training has come to be recognized, and as the sociological reference has been added to the psychological, it is coming to be seen that breadth of experience and widening of outlook must be added to the mere training in manipulation. With this view a clearer outlook as to the field of manual work is being obtained. It is seen that manual training means, not only a method of teaching, but something to be taught, and that something is the study of art and industry.

"With the growth of this idea a rich field of subject-matter is at once opened up, and the question of what is to be presented in our instruction assumes a new phase. . This change of attitude is resulting in the attempt to get closer to the real facts of industrial practice, and to represent these facts in a more suggestive and practical fashion. This tendency does not represent in the slightest degree any more of a desire to teach a trade than formerly. It is simply the coming of manual training to its proper estate, as the representative in the school curriculum of the great field of modern industry.

"It has been said many times recently that the dominant tendencies of the present age are industrial. If that is so, why should we be afraid to acknowledge the fact in our school practice? The question was asked in this hall yesterday: 'What is the objection to teaching the rudiments of an industry in connection with industrial training?' What, indeed? Manual training itself has been slow to take this point of view. It has been largely content with forms and symbols, but it is putting these by and looking forward into a larger horizon and a work of larger meaning. In this, I take it, it is but following the tendencies of all education, which is more and more finding the materials of culture and discipline in the facts and tendencies of real life."

Why Should a Schoolroom be Decorated?

C. P. NEILSON, SAN FRANCISCO.

Is a beautiful environment essential or even helpful to the development of the child?

From an artist's standpoint, the love of the beautiful inspires some of the deepest elements in his nature—an element indispensable in his life.

There was a time when ethics in the form of religion was considered the all-essential work of an educational system. When sectarian religions was excluded from the course of school study the logical and scientific department of the child's nature was given pre-eminence.

Morality and science, however, do not alone round out the man. The love of beauty is one of the most elevating influences in life and one of the essentials in a well-educated man.

In nature we are in the midst of a realm of wondrous beauty—marvelous mechanism from the scientist's point of view. But through all its wonderful construction we see never ending beauty—from the tiny flower and the little crystal to the forest tree and the majestic mountain; from the everchanging wave and the beauty of the cloud to the marvels of the starry heavens. Nature does all things beautifully, and art inspires man in turn to make beautiful his works.

Art appeals to the emotions and to the intellect. The visual music of a master mind can only be expressed through a powerful intellect, and an undeveloped nature can appreciate neither.

Art is always enjoyed most in common with others. It stimulates some of the finer elements in our social nature, and while not directly moral in its purpose, it is elevating and broadening in its effects.

If the child should be taught the names and works of the great men in literature, should it not learn something of the masters in art, both in our own time and country and in time long past. Art is, after all, simply another mode of expression.

If the importance of a beautiful environment in the life of a child is realized, the decoration of the classroom will no longer appear of slight importance. But right decoration can only be accomplished under the direction of a trained mind. In the first place, the pictures must be good. They may be inexpensive, but they must not be cheap. And, unfortunately, this matter is too often left in the hands of those incapable of distinguishing the difference. To limit the character of pictures used to the work of the Greeks and the Italian Renaissance is also a common error. There are good artists in our own time, and there are very fine color reproductions of modern work that are large, well printed

and admirably adapted for school decoration; and if good work is selected the child will learn that the function of art is not to imitate nature, but rather to select and compose forms of beauty that in turn may be used to beautify our buildings.

But only those who love beauty can understand its meaning, and this love must be awakened in minds of teacher and of child before they begin to understand art.

The majesty of this profound and beautiful department of life is well expressed by an Oriental poet, who wrote:

"Too much ye tremble, too much fear to feel the yearning love that Allah's laws reveal; too oft forget this troubled journey through, He who is power is grace and beauty, too."

* * *

County Board of Education

Chairman . . . . . PHILLIP M. FISHER
Secretary . . . . . A. A. BAILEY

MARK KEPPEL, LOS ANGELES.

The county board of education exists by virtue of the mandate of the State constitution expressed in these words: "The Legislature shall provide for a board of education in each county in the State." The sole and unreserved power of the county board is expressed by the State constitution as follows: "The county superintendents and the county boards of education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions." This is the one reference in the State constitution to the county board of education, and the power given therein is as clear as words can make it. The only power to examine teachers and grant certificates in any county is vested in the county superintendent and county board of education of that county, and each county is provided with a county board of education. Under such constitutional conditions it seems to me that there is no place left for any other person or body to exercise any control over the examination or the certification of teachers unless such control is subject to review by the county board of education. The examination and certification of teachers is a constitutional power and duty of county superintendents and county boards of education. This power and duty and its exercise cannot be delegated to any other person or body unless the action of that person or body is subject to review and approval by the county board of education. Every act pertaining to the certification of teachers and performed by the State Board of Education since the adoption of article 9, section 7, of the State constitution, is in violation of

the plain letter and spirit of the constitution as expressed in article 9, section 7, with the possible exception of the granting of normal documents and life diplomas by the State Board of Education, and even in this particular it seems clear to me that final action upon normal documents and life diplomas should be taken by the county boards of education, instead of by the State Board of Education.

Under the law as it now stands the State Board of Education issues what is known as a State high school credential, and this credential is issued after some sort of an examination of the applicant by the State Board of Education. A county board of education cannot issue a high school certificate except by virtue of a previous action taken by the State Board of Education. Such being the case, it seems perfectly clear to me that the State Board of Education is exercising control over the granting of certificates, and I am frank to say that it seems clear to me that this exercise of control by the State Board of Education is unconstitutional, illegal, and if it is ever called in question in the courts will be declared void. Under the legislative enactments providing for a county board of education in each county the Legislature has also enumerated the powers and duties of county boards of education, and has mixed and entangled the powers of both county boards of education and of the State Board of Education.

Under section 1771, sub-section 5, the county board of education is empowered "to adopt a list of books and apparatus for district school libraries, and, except in cities having a city board of education, to prescribe and enforce in the public schools a course of study and the use of a uniform series of text-books." Here are two distinct and closely related duties, viz., to adopt a library list and to prescribe and enforce a course of study. The first of these duties is authorized to enable the districts to expend their library fund as provided in section 1771 of the Political Code. The second of these duties is for the good of the schools of each county. Each of these duties is not properly delegated to the county board of education except they be performed subject to the control of the State Board. Indeed, it seems true that a moderately strict construction of the constitution would not sanction the exercise of these powers by county boards of education, for the only power constitutionally conferred upon county boards of education is the examination and certification of teachers. Prior to 1903 section 1874 of the Political Code gave county boards the right to adopt text-books, but in 1903 the Legislature changed section 1874 and placed the power to adopt text-books and provide a list of supplementary books in the hands of the State Board of Education, where it constitutionally belongs. Prior to 1903 section 1874 of the Political Code existed in defiance

of the State constitution, while it now exists in harmony therewith, although it does not go far enough and compel the State board to exercise its full powers, as provided in article 9, section 7, of the constitution.

The first part of article 9, section 7, tells how the State Board of Education shall be constituted. It consists of the governor, the State superintendent, the president of the State university, and the professor of pedagogy in the State university, and the presidents of the State normal schools, making a board of nine members.

The powers of the State Board of Education are of two kinds, specific and concealed. The specific powers are given in these words: "and shall compile, or cause to be compiled, and adopt a uniform series of text-books for use in the common schools throughout the State. The State board may cause such text-books when adopted to be printed and published by the superintendent of State printing at the State printer's office, and when so printed and published to be distributed and sold at the cost price of printing, publishing and distributing the same. The text-books adopted shall continue in use for not less than four years." The preceding part of article 9, section 7, gives the specific powers of the State board. The following words give the concealed powers: "and said State board shall perform such other duties as may be prescribed by law." It is under this blanket provision that the State board is given the power to exercise control over the examination and certification of teachers, but it seems clear that such a power may not legally be prescribed by law, for it is in plain violation of the State constitution, which gives the control of the examination and certification of teachers to county boards of education. It seems clear, then, that county boards of education in adopting books prescribed in the course of study are subject to the action of the State board. A reference to section 1874 of the Political Code will make this clear Subsection 1 of section 1874 deals with the exercising of the power and duty of the State board to provide a uniform series of text-books for the public schools. Its essential provisions for us are found in these words: "and (the State Board of Education shall have power) to do any or all acts that may be necessary for the purpose of procuring a meritorious and uniform series of text-books for use in all the primary and grammar schools of the State of California, and to adopt a list of books for supplementary use from which county, and city and county, boards of education shall select and adopt books for supplementary use in primary and grammar schools in their respective counties, and cities and counties, as required by section 1712 of the Political Code."

It seems very clear to me that county boards of education cannot adopt a book for supplementary use except from a list

provided by the State Board of Education. Such a list is as yet unprovided. Under the law governing county boards of education it is necessary for the county board of education to adopt a course of study prior to the first day of July, so that if the county boards of education throughout the State are to comply with the law it will be necessary for the State Board of Education to furnish a complete list of supplementary books for the use of county boards of education prior to the first day of July, 1904. It seems to me that the question of whether we shall have this list is the most vital and important one now before the county boards of education or the State. We need new text-books in geography and in arithmetic, and possibly in some other subjects. But the providing of new text-books in a few subjects and of supplementary lists for us in connection with these text-books does not meet the necessities of the case. What we need, and what we must have, if the law is to be complied with, is a complete list of books for supplementary use covering every subject that must be taught in the primary and grammar grades, and this supplementary list ought to be furnished to county boards of education sufficiently soon to enable them to comply with the law in the adoption of a new course of study prior to the first day of July, 1904.

I realize that in the discussion of a subject like this, where the interests of different bodies are involved and entangled, it is possible for one to say things that may be construed as being severe and possibly uncalled for. But I am surer that in discussing this subject I have had no desire and no intention of doing anything of that kind. I recognize the faithfulness and honest work of the State board of education, and am not criticizing the board for what it has done, but am urging that it shall do what the law prescribes, and that it shall be done promptly. I stand also for such changes in the law as will readjust the powers and duties of the State board and of the county boards of education, so that each of these boards may perform their prescribed duties in harmony, not only with the enactments of the Legislature, but also with the requirements of the constitution.

The Personnel of County Boards of Education

F. B. WOOTEN, LODI.

In working up the subject of the personnel of the county boards of education the plan has been followed, first, of determining the present make-up of county boards from the standpoints of experience, education and certificates held by the members, and, second, a few brief suggestions as to what constitutes a good working county board.

In connection with the first, Mr. Fisher, of the Oakland Poly-

technic, has collected statistics from forty counties of this State, which he has kindly turned over to me, and from which I have made the following tabulations of totals:

Of the 165 members reported by the various superintendents but one holds no certificate; but this man's experience was given at ten years, showing that he had been a teacher. Sixty-four hold certificates of the high school grade and 102 hold certificates of the grammar school grade. There is a new law requiring at least one member to be a holder of a high school certificate in counties where there are high schools, and this might account for the large number of holders of certificates of that grade. But in several counties four-fifths of the members hold such certificates.

The statistics show that thirty have had only a common school education, five have come from business colleges, twenty-two come from high schools, forty-nine from normal schools and fifty-seven from colleges and universities.

There is a tendency toward resenting any direct supervision of the public school system of California by the universities; but these statistics show that the universities are coming to be in closer touch with the public schools, and in a legitimate and beneficial way. The graduates of the universities who are successful in teaching are coming to assume a good part of the county board work, which places them in immediate local contact with the schools of the state.

The statistics regarding the experience of the members of county boards show that eleven have less than five years' experience, three years being the lowest; forty-two have had from five to ten years' experience, sixty-nine have had from ten to twenty years' experience, forty-two have had from twenty to thirty years' experience, one has had thirty-five years' experience, and on has had forty years' experience.

Statistics are often misleading, and they never have color; but both facts being considered, we cannot help drawing the conclusion that, when compared with the teaching force generally, the county boards are made up of men and women who are qualified by experience and by previous education to exercise the general supervision of the schools of the several counties.

All know that the majority of appointments on the county boards are political; but there seems to be a feeling among the supervisors that their appointees must be men of good standing.

While the appointments made are generally teachers of good standing, politics often prevents the proper distribution of members among the several classes of teachers. This is the second subject I shall take up.

What ought the county board to be? I believe that there should be a high-school man on the board, but no one would want the board to be composed of high-school men. I believe that an

ungraded country district should be represented, but no one would want the board made up wholly of this class of teachers.

I believe that to be a good board it must be representative of the several classes of teachers in the county, no one of which is any better or any worse than any other when considered from the standpoint of efficiency. We might not get a board composed of the best educated men of the county. We do not want such a board. We want to aim rather at getting a board that will be in close touch with the schools.

The question is not always whether a member of a board is actually engaged in the grammar school work, but rather can he be any help in making the schools of the county better schools.

There is a place on the county board for a high-school teacher, because not even the county superintendent himself is in such a good position to see what the finished product of the county schools is. The county superintendent can know which teachers are weak and which are strong; he can know in a way how the pupils do the work; but the high school tests the pupil from the standpoint of power to do work of a higher grade somewhat. Grammar schools are not run to feed the high schools; but the best test in my mind of the power to think, acquired in grammar schools, is in the high school.

There should be, in my estimation, a teacher from the city schools in the county. The city schools ought to be, and usually are, the best conducted schools of the county. A good teacher from the city schools can be of great service to the board as a representative of a system, where a great deal more attention is paid to the detail of management than in the country schools. The graded country school should be represented, as being the best organized type of the country school. But there is a tendency toward making all of the schools of the county conform to this type, which is an injustice. The majority of schools of a county are ungraded schools, with a single teacher, and I have always made the claim that a teacher of one of these schools should be on the board of education.

The efficiency of the Board would be increased, because its efficiency is measured by its ability to help the schools. Those schools that are most numerous and that need help most are the ones that are most out of touch with the county boards. The courses of study are made out, test examinations and examinations for graduation are given by members who, although they might be sincere in their desire to do justice to the ungraded schools, are not in a position to do them full justice. Justice means neither too little nor too much work for these schools, and our tendency is to give them too much.

The County Board and School Supervision

J. L. SHEARER.

The county board and school supervision are but remotely related. Supervision is direct and indirect; direct in the hands of the superintendent, indirect under the control of the county board.

Personal superintendence, the visiting of schools, the inspection of classes, buildings, grounds, discipline and school appliances falls under the Superintendent's duties. The supervision of the county board consists in formulating and enforcing courses of study, providing for the graduation of pupils from the grammar grade, the adoption of a list of library and supplementary books, in some counties the promotion of pupils by board examinations, the examination of teachers, and sending out occasional tests in the different grades at various times to see how the different schools are doing their work.

The superintendent, ex-officio secretary of the board, is practically its executive officer in carrying out the work of the board. The success of a course of study depends largely on the direct and active supervision of the superintendent.

Under existing conditions the indirect supervision is as valuable as the direct. Neither is what it should be. The lack of close supervision in our country schools is one of the weak points in our educational system. As now carried out it is superficial at the best, and valueless at the worst. In our larger towns the work of supervision is fairly provided for, but in the rural districts it is altogether insufficient. The superintendent fails to do this work through inadequate provision—too many schools and too little time. Under the law the county board has no right to assist in the work of personal supervision. The area of the county the number of schools, the territory over which they are scattered, the sparsely settled section, all make it impossible for the county superintendent to accomplish anything like close supervision.

Looking over the twentieth biennial report of the superintendent of public instruction, I find that for the school year ending June 30, 1902, 8,072 schools were visited 9,546 times by county superintendents, making an average of less than 1.2 visits for each school per year. With their many other official duties, it is scarcely possible to do much better. In these visits the probability is that the accessible school, such as the towns and the nearby country schools, get more than the average, while the outlying districts get less. Many of the country schools are doubtless visited but once a year, the minimum required by law; and then it is such a novelty to teachers and pupils alike that it is perhaps most valuable as a breeze from the outside world, provided the

superintendent is breezy. The conclusion is inevitable that our schools are not closely nor efficiently supervised.

In order to teach in California one must hold a certificate, but the superintendents of these teachers are not required to hold any credentials of fitness whatever. It is somewhat of an anomaly that the teaching force of the State must be educated, but that education is not necessary to the supervising force. Here is an inconsistency that ought to be remedied. "If the blind lead the blind, both will fall into the ditch."

The board of education usually provides for the graduation of pupils from the grammar school by means of an examination. This establishes a standard to which the school must attain. It furnishes an indirect supervision that is both helpful and harmful. Helpful as a gauge to what is required in the grammar school and as a stimulus to the pupil to complete his course, harmful because frequently in country schools the teacher will devote too large a part of the time to cramming the graduating class for the coming examination. The teacher's success is measured by her ability in getting the pupils through. The primary classes and lower grammar grades suffer for the benefit of the upper class. The teacher cannot be blamed too much because her salvation depends on it. It is very human that she should wish to please her patrons, the trustees, the county board and the superintendent. Her success in graduating her pupils is the great event in the district for the year, and has its value.

The board of education through the course of study molds the educational work of the county and fixes the standard. This is indirect supervision, and has its effects, beneficial or otherwise. The grammar school course is usually laid out for eight or nine years for all schools in the country, whether the term be eight or ten months. A course of study that can be completed in one school in nine years of ten months, in another in nine years of eight months, and perchance a third of nine years of six months, is elastic, indeed—must be made of rubber to fit any and all conditions. In Napa County our course is for nine years in all schools except Napa and St. Helena, where the work is completed in eight. It does seem reasonable that a graded town school running ten months in the year ought to do more in eight years than an ungraded country school would in nine years of eight months. I believe this difference is taken into consideration in some of our counties, and the school that runs nine months in the year takes eight years for the work, and the one that runs eight months in the year takes nine years. Such a plan seems to be logical and sensible.

Is it desirable that county boards as now constituted should be authorized by law to take part in direct supervision? I should answer in the negative. County boards are usually composed of

teachers actually engaged in the work of teaching from eight to ten months in the year, and therefore have not the time, and even if they did have the time, either the teaching or the supervision would suffer, perhaps both. Also members of the board are frequently not competent to supervise. The same might be said of some superintendents.

What plan then, could be used for the closer and better supervision of the rural schools? Practically I do not know, theoretically I can think of several; but whether they would be a success is another question. I would suggest the abolition of our present board of five members and substitute a board of three, includinig the superintendent as ex-officio secretary. Pay these members a living salary and require them to give their whole time to the work. The qualifications should be education and experience enough to do the work of supervision. All the educational work now done by the superintendent and board of education could be done by this new board of three, plus the professional supervision of the schools. The appointment of these members should not be restricted to the county in which they serve that were too narrow, but the appointing power should have authority to get the best material for the salary wherever obtainable. This board should have some authority in the selection and dismissal of teachers. In large and average counties this board of three would be ample. In smaller counties it might be more than is needed.

Another plan that suggests itself is that in the large and average counties give the superintendent the right to appoint a competent deputy at a living salary to assist in the work of supervision. In the smaller counties one competent superintendent might be sufficient.

Another remedy for the lax supervision of our country schools is consolidation, concentration and transportation, the carrying of the pupil to the school instead of the school to the pupil. The country school needs closer supervision to promote unity. With one hundred schools, more or less, pursuing the same course of study under a hundred different sets of conditions and a hundred different teachers of various qualifications, with schools enrolling from five to fifty pupils, running from six to ten months in the year, attendance excellent in one, absolutely bad in another, the results of carrying out the course of study are as varied as Joseph's coat of many colors. There is one garment, but an infinite variety of color.

In Napa County, with eighty-eight teachers and fifty-three districts, we have 160 school officers to look after us. Close supervision with a vengeance if they were only competent to supervise. It is difficult in some districts to get one good trustee, let alone three. The concentration of schools where the conditions permit

would help solve this question of supervision and instruction, and at the same time be more economical. Consolidation of rural schools in California is made possible under the recent school law for union districts. The union of two or more districts is provided for. Where three or more unite the union district is to be governed by a board composed of one member from each district. The transportation of pupils is arranged for. But schools will not be consolidated in large numbers under this law if a plurality of school boards have to do the work. The democratic district school is opposed to consolidation, will be opposed to sacrificing the local school for the general good. The district system is democratic, but not economic. It represents the dissipation instead of the conservation of energy. It will be averse to giving up its own individuality, losing its own school building and merging itself into the union school. Our people are like Cæsar when he said: "I would rather be first in a little Iberian village than second in Rome." Such is ambition, even in lowly office holding. The unionizing of the schools under the new law will be slow, although it is a step in the right direction.

Last year in Napa County we had thirty-two schools, with an average daily attendance of 351, a little more than ten to the teacher; eleven more with an average daily attendance of 271, or less than twenty-five to the teacher; five more with 174, or about thirty-five to the teacher. If these forty-eight rural schools, with an average daily attendance of 796, could be centered in about eight schools of 100 each, better teachers could be employed at better salaries, better grading be done, better supervising secured, and all at less expense. This would reduce our school centers from fifty-three to about fifteen, and the supervision of eighty-eight teachers in fifteen different localities could be done efficiently by one expert supervisor or superintendent. The superintendent can deal better with fifteen boards for fifty-three schools than with fifty-three boards. The provisions made by county boards for the graduation of pupils from the grammar school vary as the courses of study vary, but in general the plan followed is to provide for an examination. In some counties we understand that promotions through all the grammar grades has been by examination prepared by the board. We can see how this would tend to unify the school system, make supervision closer, and carry out more effectively the course of study, but we believe it to be an evil, because of the multiplication of examinations and the danger of boards following up such examinations too superficially. The law does not require that examinations be given for graduation, but in some way must provide for it. This must be done by examination, on the records of the school, or on the inspection of the school work by the superintendent. Under this head a system of graduation from accredited schools might be formulated.

I understand that this has been done in some of the counties. Some plan like this would reduce the number of nerve-wearing, brain-racking examinations that come at the end of the year, and would be an improvement on present methods.

Here, then, is our problem: How can the better supervision of our schools be accomplished? Not by one or two visits a year of one or two hours at a time, not by examinations for graduation, not by the making of courses of study without adequate provisions for carrying them out, but by expert supervision in professional hands.

DEPARTMENT OF MUSIC

ESTELLE CARPENTER . . . . . Chairman
LIDA LENNON . . . . . Secretary

TALK ON CHILDREN'S HARMONY

MISS CORA JENKINS.

"Culture is such an appropriation of knowledge that it becomes a part of ourselves. It is no longer something added by the memory, it is something possessed by the soul.

"Culture is never quantity, it is always quality, of knowledge; it is never an extension from without, it is always enlargement of ourselves by development from within; never the result of accumulation, it is always the result of growth."

Mr. Hamilton Mabie has expressed to you thus forcefully what I feel to be our ideal attitude toward the educational principle.

I have been asked to speak to you to-day upon the processes of music study as related to the early development of simple harmonies and melodies in the child mind, upon the positive value of the use of the blackboard and blank-book, and to make such application of our methods of ear-training to public school work as would be deemed practicable. In other words, to indicate to you the underlying principles of true music culture.

I must assure you at the outset that music teaching is a live art, and not a dead language. The teacher must approach his class with force and with faith; to be merely passive is to allow a creeping numbness of the faculties. If you would have a fire, you must kindle it, and the kindling is the "fine wood of understanding."

To be brief, we have a class of little children in their very first lessons. We say, with keen anticipation in the joy of the unfolding: "These little ones have not yet sung and played and written melodies and harmonies, have not really listened to music, and yet within each lies the dormant power."

I will have to pass over the details of the writing and reading and how we reach their natural activity along these lines, to the presentation of a little song. By its treatment in manifold ways I will illustrate the scientific processes through which the child becomes by repeated and continuous examples a capable music reader, thinker and interpreter.

To illustrate with a familiar little song—undoubtedly—"The Cuckoo," from the German: It is sung to the child, played at the piano, written at the board, copied into its blank-book, analyzed as to phrases and word-setting, the phrases grouped, the recurrence noted, the rythmical and metrical items of interest called forth—the key, the signature, the scale, the degrees, the passing up or down, the transposition into other keys.

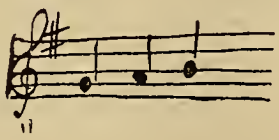
The teacher who has not yet famililarized the children in her care with the songs in question in this manner will feel on the instant that the time allotted her for music in the public school is far too short to admit of such exhaustive analysis. But herein lies the secret of understanding.

The same key is discovered by the child in other songs. The metrical 3-4, 4-4, 6-8, with increased or diminished tempo, are the most familiar signs in all children's songs.

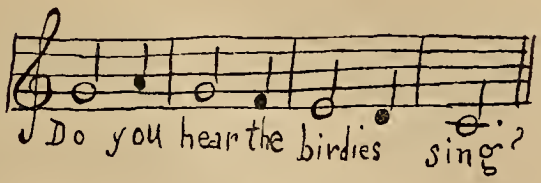
The little pattern **or**

occurs again and again in all ¾ metre songs and practice drills.

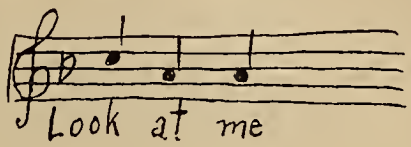
The skip of the third is always on two spaces or two lines, if you begin on the first degree in a given key. Your transposed song can begin nowhere else than on the first degree. We are constantly having voyages of discovery. It is pure delight to go where we will—we know our path through the woods; have we not blazed our trees? To prove that, we ask the children to turn their heads away. We erase two, four, eight measures. The children are eager to fill in the melody, and do it accurately; at first by memory of position, later by actual sense of tone. This drill is parallel in importance with the original conception of word melodies by the child. The teacher suggesting a melodic fragment, as

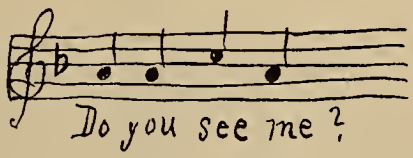


With quick response one hears, "Go to sleep," "Here's a rose," etc.; or

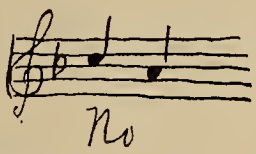


A little five-year-old, at the end of six weeks, not only thought her music words, but her melody. Standing before the children with perfect poise, she sang earnestly:





and then



keeping her pitch designedly.

These little thoughts suggested in class are followed by delightful results in home work.

The child loves to prepare surprises; it feels consciously and positively the joy of the teacher in each bit of original work brought—in the finest and highest sense a gift, because a part of the giver.

One little girl in San Francisco, at the end of a year, brought to me this setting of "Baa, Baa, Black Sheep," worked out entirely by herself. (Example was sung).

As the child progresses the thought is expressed without the use of words, and with the introduction of simple harmonies, as "The Frog in the Packing Box" (plays), suggested by a very intimate acquaintance with some frogs in his own back yard. "The Little Girl Going to the Brook" was suggested by the study

of the picture by Van Camp. "The Lullaby," another little girl's music thought of Knaus' "Holy Family."

Ultimately we win the expression of the young musician—in form—resultant from an association of ideas and close analysis of etudes, sonatines, and listening to the works of Bach, Handel, Beethoven, Mozart, Hadyn, in small and carefully prepared concerts.

This little minuet is one of our most treasured compositions, from a little girl fourteen years of age, after three years' study. (Plays.)

What the child acquires in such moments of self-activity is incalculable. He concentrates upon his subject, thinking intently, listening, gives flight to his imagination, sees the pictured rhythm with real understanding, and has, in consequence, a larger grasp on all that he plays, sings or hears.

And is not that our aim in music-teaching—in the cultivation of the sense of tone? Hours of exasperated drudgery, of misdirected energy are obliterated from the calendar of the scientific student and teacher. The mathematical in music is of undeniable value as a quickener of mental faculties, as well as for its constructive basis.

To turn quickly upon a class asleep and desire response as to the fourth, seventh or second degrees in the keys of G, D, B-flat, or F-sharp, is to awaken activity of teacher and pupils, arouse much innocent amusement and wholesome rivalry, and to lay an early foundation for the study of harmony as an exact science. Equally the recitation of intervals. The ear-training drills are of such importance that I would have you give each day a few moments to an announced concentration upon tone perception.

"Children, we are going to listen." You may sing exactly as I do. Now, repeat in letter names, in scale degrees, write in your blank books.

Anon you may be the teacher. Our little people, five, six, seven years of age, give charming drills of increasing difficulties with such earnestness and enjoyment of doing that my teaching impulse receives a daily renewal from contact with these wonderful little ones.

We have them one hour, you have them five; our opportunity is blessed and fruitful, yours five times ours. Watching the growth of the real child and knowing its possibilities is the reward of the teacher.

What I Saw and Heard in the Vocal Studios of Paris

MRS. MARRINER CAMPBELL.

Shakespeare calls music "A Heavenly Maid." From his time to now music has been likened to everything divine; but not until the twentieth century has it ever been called evil. A degenerate Frenchman writes: "Music, as such, is not necessarily a good

thing; indeed it may be, and often is, distinctly evil. In itself it may be degrading and vile." (From "Immoralities of Music.")

Can you for one moment conceive of music as evil or immoral? Utterly impossible, inconceivable. It can be used in an artistic or in a trivial manner, but unaccompanied with pantomime or words —evil, never! I will not allow the words common or vulgar to be applied to it. It reminds me of the Englishwoman who was questioned about a person. "Was she bad? Worse—she was vulgar."

I hotly protest against music being classed by any man as immoral. A woman could never be guilty of such degeneracy. I believe music to be the highest expression of art, and singing to be the best expression of music. No other instrument responds so quickly and unerringly to the feeling of the artist as does the voice. It is the personal factor; it is born of the breath of life, and reaches from one human soul to another. If all the world could sing together, such a chorus would rise that every discord and dissonance would be swept out of the world.

But to my subject. On the steamer, going over, I met a young woman from Boston, who also was going to Paris. I afterward met her in the studio of M. Haslam, where she had drifted.

I met there, also, Miss Ruby Cutter and Mr. Savage, both from Boston, who assured me no other teacher in Paris, nor in the world, could compare with M. Haslam. Loyalty to a teacher is a very desirable quality in pupils, unless it resolves itself into the assertion that one human being can absorb all the vocal knowledge of the world. One can no more do that than they can go out in the sunshine and absorb all the rays of the sun. There will always be a few faint rays left for other seekers.

These three sang for me several well-known arias, in good voice, but not very finished style. We seem, just now, in the transition from the old to the new. There is no middle ground for the voice to express itself, but it will come, and the men to make it. I met a young American, Mr. Rogers, with a fine baritone voice, who sings superbly. He has appeared in the Castle Square Opera Company in New York. He was in Paris for French diction, with a view of appearing at opera comique, where pure diction is more necessary than in grand opera. Dialogue often occurs in opera comique, and it is torture to the French to hear their language imperfectly spoken. His voice was very much admired, also his acting. When he inquired of the director if his diction were not as good as that of Miss G., a young American who was appearing in opera comique, he was answered: "Ah, much can be forgiven a beautiful young woman that would not be tolerated in a man." Here is the keynote of Paris—artistic Paris—all from the sensuous standpoint, the lower level.

I have no quarrel with the French for demanding pure diction, but the standards should be the same for man and woman.

I was touched to the heart while there to learn of the many

vocal wrecks all over Paris, mostly American girls, whose friends, with more generosity than judgment, had sent them there for study. It is often vocal and moral death to send these girls there, unchaperoned, with little money, and little beyond a pretty voice. I reiterate what all great singers say: "Keep your girls at home." The only conditions under which I would allow a girl to go would be a voice beautiful beyond question, well trained here, good knowledge of music, harmony, piano, sight-reading, a fine sense of rhythm, shading and expression, a good education, fine appearance, firm health, fundamental knowledge of French, German, and Italian, enough assured income for at least five years. This, I mean, for an aspirant to an operatic career. Having all this, she may come to the front—she may not. With less than this equipment, you will see at a glance, like the eye of the needle, how difficult it is to enter in.

I met, in the studio of Signor Trabadello, a young girl who had studied in Vienna for three years. "All wrong," says Signor T. "You must begin all over again."

In the studio of M. Edmond Duvernoy, a teacher of the Conservatoire of Paris, a young American who had been five years in Germany, who was prepared to appear in light opera, like "Lucia." For some reason he appearance was not made, and I now found her studying for grand opera, her present teacher saying her voice was a dramatic soprano. She sang an act from "Lohengrin" with great earnestness and dramatic fervor. But I detected a strain, a loss of bloom of voice, which was also reflected in face and form. It went to my heart to see it. I predict she will not be heard outside of small circles, and yet here she was, with all the determination and eagerness possible, entering the new field. The bloom and freshness of the California girl had vanished, and what had she gained in its place? Whether the German or French teacher was right remains to be proved.

These are two I personally met, but I heard of scores of others from friends, who invariably said: "Can you do nothing to keep your girls from coming here?" Even Madame Marchesi, whom they accuse of being very mercenary, said: "Don't let your girls come over here until they are a success at home. Keep them until they know something of music. They must learn it some time, somewhere, and it had better be at home with proper surroundings. Keep your girls at home," she urged, with genuine earnestness, gesticulating with shoulders and hands, as only French shoulders and hands are capable of. "You have great talent over there. I don't see why you should, in your savage country, but you have." I replied: "Perhaps we have not worn out out spontaneity and enthusiasm by over-culture until we are attenuated. There is very small space on the point of a needle." She made no reply. It is impossible for the French to conceive anything outside of Paris.

When I was in Paris many years ago, there was a rather patronizing manner toward us, and we accepted it as a just measure of ourselves. To-day I find it different. A young American girl taking first prize in the Salon, another taking a prize in the Violin School of Conservatoire, and two young girls in opera comique, one in grand opera, another to enter this year right from Madame Marchesi's studio.

It gives an American a sense of well-doing in art, right in the very heart of Paris. Such an one is pardoned a feeling of pride, hard to subdue into the former modest effacement we were wont to assume. The hospitality I met with, from a musical point of view, was most gracious and delightful. I spent less time in the studios of M. Trabadello and Sbriglia than in those of M. Duvernoy and Madame Marchesi. My interviews with M. Bouhy were very agreeable. I was impressed with his sincerity and honesty. Both he and the two last named were to leave town sooner than M. Duvernoy and Madame Marchesi, and were not able to offer me the advantages I met with at these studios. Madame Marchesi showed me most generous hospitality musically, and I have nothing but warm praise for her and her pupils. She is a wonderful woman, near eighty. She looks about sixty. She is full of vigor, enthusiasm and vivacity such as one rarely sees in younger women.

Her repartee, her sarcasm, her humor, are virile and forceful to a marked degree. One pupil remarked: "You know, Madame, I knew music perfectly when I came to you—not singing, but music." Madame towered in her rage above her, and said: "Mon Dieu! Here is one who knows an art perfectly. She should be put in a glass case and exhibited to the world as a '*rara avis.*' Oh, my dear child, the greatest in the art would never say that." She raged on until the room fairly smoked with her indignation. She was something unique in her scathing words, but the sublime egotism of the girl (not an American, I am glad to say, though it sounds as though it might have been) was hardly ruffled. I was compelled to say, "But, Madame, she does not mean all it seems to imply." Afterward Madame said to me: "Ah, but that young girl loves herself very much, and I can never bring her to see her ignorance."

One morning I had the pleasure of meeting Madame Blanche Marchesi, who had run over from London for a few days. She told me she was to appear at Covent Garden in August in "Tristan and Isolde," and I shall have the pleasure of hearing her then. She is a magnificent looking woman, almost twice the size of her mother. I have dwelt long upon these experiences, for until now they have been the most interesting. Madame Marchesi has never before allowed an outsider to hear her give lessons, and I am profoundly grateful to have had this unique privilege. She urges, pleads, threatens, all in one breath, and follows with gestures of face and expression.

It has recently been the fashion, or whatever you call it, to abuse her; but when I hear the work of her pupils, hear them sing with full, pure tone, true intonation, intelligence, feeling, and above all, a pure legato, so rare in singers of to-day, I cannot but metaphorically raise my hat to her and cry: "Grand, you are a woman in a million. Long may you wave."

The next studio invaded was M. Duvernoy, who granted me the freedom of his studio as graciously as did Madame Marchesi. I heard him give lessons by the hour. He is a man of charming manners, speaking no English, but expressing, as do the French, so much by gesture and facial expression, that at times language seems merely an accessory and not a necessity. I found a group of girls, among them one American and one Canadian. It is refreshing, and at the same time pathetic, to see a group of eager young girls, each striving, longing and dreaming for the ever-receding, ever-alluring, fascinating siren, Fame.

The young Canadian girl has a very promising voice, a rich, full mezzo. She has a fine presence, expressive features and bounding health. If she can stand the strain of the hot-bed life of Paris, after the free and invigorating one to which she was born, she will be heard from. Sleeping-rooms, hermetically sealed, impure air, and, worse than all, indifferent and lax moral standards, are mighty factors to be dealt with, and woe to the girl who leaves her high ideals at home. I spent hours in the studio, watching and analyzing the methods used to overcome defects. I heard the same old mistakes which every vocal teacher meets with. I could recognize the same corrections and suggestions, and saw the almost hopeless look upon the face of M. Duvernoy as the same faults and mistakes continually occurred, in spite of his insistent corrections. The weather was very hot, and occasionally I caught a glance from M. Duvernoy, as much as to say: "Ah, Madame, you know so well how it is, but it is so hot, and really she is stupid. I pray you pardon me if I allow this to pass unreproved." I pardoned him at once, for I had been through it all "lo, these many years." His studio has a small stage to facilitate and supplement his work.

He gave me also the rare privilege of visiting the conservatory classes, where I heard advanced pupils, whose voices had been selected from the whole conservatory. I heard some young men with fine, ringing, dramatic voices, and when you use that word "dramatic" you express what the French adore above everything. They do not ask so much, "Is a voice beautiful?" "Is it pure in tone?" "True in intonation?" but "Is it big?" "Can he or she sing 'big' tone?" This forcing of the tone causes the loss of the bloom, and no amount of power can compensate for that.

Another word, that much-abused word, "Temperment." If, to force the instrument, until there is not the slightest beauty of

tone left, to sing with exaggeration, if this is to possess temperment, why, the present French singer has it. It seems a fashion at present, and one which for the sake of all that is fine and noble in the vocal art, I hope will soon pass away. I heard some fine men's voices. But I found the French man's voice far superior to the French woman's. It is only the exceptional voice that can stand the strain put upon it by the French vocal teacher.

In conclusion, if you ask me what I gained musically in Paris, I would say, a firmer conviction of my own countrymen and women as teachers, the coming greatness of our own singers, that pupils or singers need not go to Europe to sing well, that our girls can reach a high excellence here, that unless one is to enter opera, there is no need of leaving America. I learned that I could trust my girls in the hands of home teachers, men and women, the last, preferably, for girls; convinced that there will be far fewer vocal and moral wrecks by so doing. Home will protect them from the snares and pitfalls of a foreign city. Over there, they do not yet comprehend the pure-hearted, fearless American girl, who all her life has met only the genuine, manly respect for womanhood, with which the American man, above all men, surrounds his womenkind, mother, wife, sister, sweetheart.

There is a hope that in good time we will have a national school of opera, where our own lovely voices can be trained, without the ordeal now necessary to be gone through. I gathered hints and helps from the various teachers whom I visited, and return confirmed in all the good I have evolved from my own experiences.

Sidney Lanier writes: "To make a home out of the household, given the raw materials, to wit, wife, children, a few friends, and a home, two things are necessary. These are, a good fire and good music." And inasmuch as we can do without fire for half of the year, in this beautiful climate of ours here in California, I may say that music is the one essential. Music means harmony, harmony means love, and love means God.

What Is Industrial Drawing?

KATHERINE M. BALL.

Drawing is taught in our schools by virtue of our State law. The Political Code of the State calls for industrial drawing, but in the interpretation of the meaning of the name given to the subject, there is as much difference of opinion as there is in the intepretation of the law on other things.

The original purpose for the introduction of the subject into our public schools was the same that it is to-day—a training of the young in a kind of drawing that eventually will react upon the design of our national industries. A kind of drawing that will tend toward the development of the aesthetic and creative faculties, so that not only the designers of our fabrics may be drawn from our own people, but also that the character of our design may be American and not foreign.

It was at the great World's Exposition of which Mrs. White spoke, that thoughtful Americans, while comparing the products of different nations, became conscious of the inferiority of our goods. They saw, and saw clearly, that the United States could not compete with Europeans in the world's markets, notwithstanding our rich supplies of raw materials. The principal difference in the goods was the difference in their æsthetic values. It was very evident that European products had an element of beauty, both in constructive and decorative design, that was lacking in our own, and that this element determined their commercial values.

It was but natural that along in the '70's we should not be an artistic people. We were a new nation. Our time and thoughts had been given to the sterner realities of the utilitarian practical. We had been breaking the soil, building cities, and making a Republic. We were not yet conscious of the necessity of art and aesthetics. Our people had no standards of beauty and no means of judgment. There had been no education along this line. Those manufactories which claimed to make fine goods imported their designers from Europe at large salaries, paying as much as $10,000 a year for such service.

It was clear that the remedy for this condition of things must be found in public education, beginning in the public schools. A commission was appointed by the State of Massachusetts to inves-

tigate European educational systems. That pursued in England was selected, and the able educator, Mr. Walter Smith, was brought from the South Kensington school to Boston, where he established the Art Normal, a school which has played one of the most important parts in American education. Here teachers were trained in the subject matter and methods of teaching art, and were sent to all parts of the United States to introduce the subject into our schools.

The system taught in this institution was the South Kensington. It was foreign, evolved from foreign conditions, adapted to foreign educational school conditions and foreign needs. It was logical, technical and avocational. Its plan of instruction was to begin with laborious drills on lines and proceed progressively by slow degrees into special lines of design employed by artisans. Its sequence of exercises led the student from lines to planes, from planes to type solids, and from them to objects based upon them, and its advocates were insistent in perfecting each exercise before taking up the next.

But the pursuit of this system during some years demonstrated that the limited time of from one to one and one-half hours a week, given to the subject, was insufficient to do any but the most elementary exercises with any degree of success.

The work was a drudgery to both pupil and teacher, and failed to accomplish its purpose. It was very evident that something was wrong, and with true American spirit, a number of able supervisors of drawing, feeling that the South Kensington system had been transplanted from a foreign soil and could not thrive in our atmosphere, determined upon a line of experiment which should evolve a system that should be indigenous, growing out of our conditions and adapted to our needs.

About this time a new educational movement swept over our country—that of psychology and child study—and pedagogical methods in all subjects were questioned and revolutionized. The psychologist told us that our methods must not be logical, but psychological; that our purpose for teaching the subject must not be technical and avocational, but educational.

We learned from these thinkers that education should prepare for life in general; that it should be a training susceptible of universal application, and not for a specific purpose; that it should be faculty development, and not mere discipline for excellence of technique in any kind of expression.

We were told that it was impossible, with our public school facilities, to train for utilitarian purposes—even though such training might be desirable—on account of the great number and varieties of avocations; that owing to our social conditions, in which our workmen are constantly changing their occupations

and are obliged to adapt themselves to any vocation, and specific training would be impracticable.

We learned that we must give a discipline to our pupils that can be turned to any account, and that can adapt itself to any requirement and get results which are available in as many respects as possible; a discipline which will increase human power in the larger aspects and functions of life.

We were told that we must give a training suited for citizenship and for many kinds of life, and not merely skill in narrow lines; a training which may be a foundation upon which to build any kind of superstructure which in later life the pupil may require in the pursuit of any vocation.

We were told that if we would develop the faculties of the child, we must study his mind and learn its nature and processes of growth; that we must not mistake the child mind for the adult mind, and consider the child the little man, who thinks and grows in a logical progression, unfolding like a flower. But quite to the contrary, that his growth is along the lines of his natural interests, by fits and starts, in places and parts diametrically opposed to each other, most unlike that of the adult. That while the latter insists upon a logical course of study, which begins with elements and proceeds with their combinations, the child has no interest whatever in such abstractions as parts of things. He does not comprehend relationships of progressions. He lives in a little world—all his own—which consists of concrete things only—things that live and act.

What, to him, are lines and angles, or perfect technique? He loves life and color and stories, with a new one every day, and will grasp a box of color and draw anything from Three Bears to the Landing of Columbus with an avidity that leaves no question of his interest.

His results may be crude, but they are child-like and representative of child-thought and spontaneous expression, and always indicate not only his present but future needs.

We discovered that he must learn to draw by drawing, just as he learns to talk by talking. Fancy, in this day and age, teaching children single words and limiting their expressions to such vocabularies.

The old system did not call for any special teaching ability. Its requirements were accuracy in single exercises, and it appealed mainly to the imitative faculty of the child.

The new system aims to stimulate the observation, develop the imagination and invite expression. It demands the finest kind of pedagogy, as it prescribes no definite exercise or method. It cultivates ideas and merely uses the drawing to express them, entirely disregarding accuracy, trusting to fine observation and experience for finished products.

Its fundamental purpose is the awakening and devolpment of

the seeing, selective, and imaging and representative faculties, realizing that faculty development prepares the pupil for any calling in life.

With an ability to see and enjoy the beauties of color and form in the world of nature, as well as the world of art, will come the desire to create, and the effect of the training given to our pupils must in the future react upon the design of our industries.

The drawing in our public schools should no more presume to train artists and artisans than the language should train authors, and the farcical lessons on so-called Industrial Drawing, during which primary and grammar school pupils were forced to make original designs for applied purposes, was just so much time wasted. For abstract design involves far greater knowledge of art and far greater skill in technical execution than an hour a week, in the hands of a most able teacher, can ever produce.

This subject, with its requirement of mentality, skill and time, belongs to the technical school, an institution equipped with every kind of facility for teaching the subject, instead of the barren public school, where the ingenuity of the teacher must supply every kind of contrivance as a substitute for the necessary device; to an institution where the mature student may give his entire time and thought for a number of years in order to become proficient.

* * *

SECRETARY'S REPORT.

The program as published was carried out in detail, with one exception. President M. E. Dailey of the San Jose State Normal School was unable to be present as scheduled, and Dr. Margaret Schallenberger was given his time.

A congratulatory telegram was received from A. H. Suzzallo.

At the business meeting of the association San Jose was chosen as the meeting place for 1904.

The following officers were elected:

President—Charles L. Biedenbach, Berkeley.

Vice-President—Miss Kate Ames, Napa.
Vice-President—B. W. Griffith, Los Angeles.
Secretary—Mrs. M. M. FitzGerald, San Francisco.
Assistant Secretary—Miss A. G. Kelly, San Francisco.
Railroad Secretary—A. E. Shumate, San Jose.
Treasurer—Philip Prior, San Francisco.

The Executive Committee appointed the following to serve on the Council of Education for the ensuing five years: W. H. Langdon, San Francisco; S. D. Waterman, Berkeley; P. M.

Fisher, Oakland; E. M. Cox, Santa Rosa; M. E. Dailey, San Jose.

Charles L. Biedenbach, Berkeley, was appointed *vice* R. H. Webster, resigned.

Carl H. Nielsen, Vacaville, paid his membership dues in full to date.

The following resolutions were adopted:

REPORT OF COMMITTEE ON RESOLUTIONS.

The following reports and resolutions were presented and adopted:

Resolved, 1. That a committee of seven be appointed from among the members of the California Teachers' Association to consider school revenues and their distribution, having in view longer school terms in rural school districts, and a reasonable increase in teachers' salaries in accord with the general movement now going on in other States in our country, to place educational workers on an equal footing in respect to compensation with the increased wages paid to skilled workers in industrial and business pursuits.

This committee is requested to report at the next annual meeting of the Association, or if occasion seems to require it, at an earlier date through the columns of the WESTERN JOURNAL OF EDUCATION, the official organ of the Department of Public Instruction.

That a sum not to exceed fifty dollars from the funds of this association be placed at the disposal of said committee to defray legitimate expenses of postage, printing and minor incidental expenses.

2. That we indorse the recommendation made by State Superintendent Kirk in his address before this association in favor of a moderate increase of school revenues by attempting to secure at the next session of the State Legislature an increase of the State school tax from $7 per school census child to $10 per census child; and an increase of the minimum county school tax from $6 per census child to $8 per census child.

3. That we return our most cordial thanks to the various classes of public school pupils who, under the direction of their several teachers of vocal music, enlivened the general sessions of the association with their well-rendered musical selections..

4. That we acknowledge the courtesy of the various transportation lines in extending to us reduced rates for round-trip tickets.

5. That we feel under lasting obligations to the public school teachers of San Francisco, and to the City Superintendent of Public Schools, for their enthusiastic welcome extended in the form of an informal evening reception at the Palace Hotel. A reception which will long be remembered as the largest and most delightful social gathering of teachers ever held in California.

6. That we return our heartfelt thanks to the retiring president of this association, and to the several members of the executive committee for the manner in which they have performed their duties.

7. That in view of the increased labors of the Secretary of this association, and the efficient manner in which that work has been performed, we recommend that Mrs. M. M. FitzGerald be paid for her services during the past year the sum of one hundred and fifty dollars.

8. That we unite with other associations in the general movement of the people of California to secure the purchase by the Congress of the United States of the Calaveras Grove of Big Trees.

9. That a committee of three members of the State association be appointed by the chair to consider certain changes in the State School Census Blanks, the committee to report their recommendations to the State Superintendent of Public Instruction.

10. That a special vote of thanks be tendered the press for its accurate and complete accounts of the proceedings of this convention.

11. That Section Sixth of the report of the committee of five on Professional Ethics be stricken out, that the report as thus amended be re-affirmed as the Code of Professional Ethics of the California Teachers' Association; and that a committee of five to be appointed by the president of the association be requested to consider this code for the ensuing year and make a further report upon it at the next session at San Jose.

12. That a State Teachers' Reading Course be adopted.

Secretary Shumate of the High School Association reported officers for 1904 as follows:

President, A. W. Scott, Alameda.

Vice-President, J. C. Templeton, Santa Ana.

Secretary, A. E. Shumate, San Jose.

Charles L. Biedenbach, Berkeley; E. M. Cox, Santa Rosa; F. H. Clark, San Francisco; George A. Merrill, San Francisco.

Secretary Peckham of the Elementary School Association reported officers for 1904 as follows:

George R. Wells, San Jose, Chairman; Lois Peckham, San Francisco, secretary; Cynthia Leet, Oakland, treasurer.

Secretary Thorpe of the Manual Training and Drawing Teachers' Association reported officers for 1904 as follows:

Professor A. B. Clark, Stanford University, President.

Charles H. Thorpe, 1401 Gough street, San Francisco, secretary and treasurer.

The Council of Education through its secretary, J. W. McClymonds, made report as follows:

REPORT OF COUNCIL ON EDUCATION.

To the California State Teachers' Association:

Your Council of Education submit for your consideration and adoption the following:

FIRST—On Manual Training:

1. That county superintendents and boards of education systematically encourage some simple form of manual training in the rural schools.

2. That manual training courses be established in any training schools directed by the education department of the universities.

3. That a special effort be made to more effectively establish manual training in all primary and grammar grades.

SECOND—On the matter of Teachers' Institutes:

We recommend that legislation be taken that will make it possible for Teachers' Institutes to be conducted in different ways in the different counties of the State, to the end that institutes may be held that will be most helpful to the teachers of the particular county in which they are held.

THIRD—That a State Teachers' Reading Course be adopted. *

FOURTH—We recommend that the necessary legislative action be taken to permit of better supervision of the rural schools than is now possible.

FIFTH—That the executive committee of the State association be requested to publish for distribution, manuals for the State Text, now being prepared under the direction of the committee on course of study.

Submitted by order of the Council.

J. W. MCCLYMONDS.

Adopted as read.

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* See page 173.

TREASURER'S REPORT.

May 1, 1903, to March 1, 1904.

RECEIPTS.

Cash balance, May 1, 1903	$833 07	
Membership fees	1,405 00	
W. H. Langdon, Superintendent of Common Schools, San Francisco	352 50	
		$2,590 07

DISBURSEMENTS.

Printing	$365 75	
Services	720 00	
Halls and Janitors	200 00	
Badges	105 00	
Decorations and incidentals	184 45	
Music	82 90	
Postage, expressage, telephones, etc	56 00	
Advertising	25 00	
Stationery and sundries	20 90	
Cartage	35 50	
		$1,792 50
Cash balance, March 1, 1904		$798 07

Respectfully submitted,

PHILIP PRIOR.
Treasurer California Teachers' Association.

COUNCIL OF EDUCATION.

Ex-Officio, Hon. Thomas J. Kirk, Sacramento, State Superintendent of Public Instruction.

TERM EXPIRES IN 1904.

J. W. Linscott, Santa Cruz.
E. P. Cubberley, Stanford University.
John Swett, Martinez.
H. M. Bland, San Jose.
C. C. Van Liew, Chico.

TERM EXPIRES IN 1905.

J. W. McClymonds, Oakland.
James A. Barr, Stockton.
Frederic Burk, San Francisco.
A. L. Mann, San Francisco.
C. E. Keyes, Oakland.

TERM EXPIRES IN 1906.

James A. Foshay, Los Angeles.
O. P. Jenkins, Stanford University.
A. E. Shumate, San Jose.
O. W. Erlewine, Sacramento.
R. D. Faulkner, San Francisco.

TERM EXPIRES IN 1907.

Elmer E. Brown, University of California.
Robert Furlong, San Rafael.
Charles L. Biedenbach, Berkeley.
E. C. Moore, University of California.
S. T. Black, San Diego.

TERM EXPIRES IN 1908.

W. H. Langdon, San Francisco.
S. D. Waterman, Berkeley.
P. M. Fisher, Oakland.
E. M. Cox, Santa Rosa.
M. E. Dailey, San Jose.

Respectfully submitted.
M. M. FitzGerald.
Secretary California Teachers' Association.

* * *

Names of Members of the California Teachers' Association.

A.

Hilda Abraham, Berkeley; Clara A. Adams, San Francisco; Evangeline Adams, San Francisco; Lucy F. Adams, San Francisco; M. Adams, Petaluma; A. J. Ahern, San Francisco; Annie E. Alderson, San Francisco; Olive Alexander, San Jose; Rae Alexander, San Francisco; A. C. Algeo, Dinuba; Ola Algeo, Sutter; Annie H. Allen; Winters; Sara Allen, San Francisco; J. R. Ambrose, San Francisco; Kate Ames, Napa; Archibald B. Anderson, Colusa; Janet G. Anderson, San Francisco; Alice Appligarth, Fresno; Evelyn D. Armer, San Francisco; A. M. Armstrong, San Francisco; Nellie Armstrong, San Francisco; Lydia Atterbury, Berkeley; R. C. Austin, Monterey; Lewis B. Avery, Redlands.

B.

Madison Babcock, San Francisco; J. A. Bacher, Salinas; Helen T. Bacon, Oakland; H. C. Bagot, Berkeley; A. A. Bailey, Martinez; C. B. Bailey, San Francisco; Ella M. Bailey, Berkeley; M. Bailey, San Francisco; F. G. Baird, San Francisco; Marion S. Baker, Berkeley; M. S. Baker, San Francisco; Katherine M. Ball, San Francisco; E. E. Balcomb, Fresno; Lola Balis, East San Jose; Ben F. Ballard, Santa Rosa; Frances A. Banning, San Francisco; Barbara C. Bannon, San Fran-

cisco; M. F. Bannon, San Francisco; Emma J. Barber, San Francisco; Grace E. Barnard, San Francisco; Grace Barnett, Hollister; Carrie B. Barlow, San Francisco; James A. Barr, Stockton; Mary A. Barrett, San Francisco; Nellie L. Barrett, San Francisco; Florence E. Barrington, San Francisco; C. Barron, San Francisco; Emma G. Barron, San Francisco; B. Jeannette Barrows, San Francisco; Elizabeth F. Bartlett, San Francisco; Louise Bartlett, Alameda; Olive S. Bartlett, San Francisco; A. P. Barry, San Francisco; M. E. Barry, San Francisco; Marcella J. Barry San Jose; Mary C. Barry, San Francisco; F. K. Barthel, San Francisco; Zoe Bartruff, Downey; D. F. Bateman, San Jose; Lotta Bean, San Francisco; Emily W. Beanston, San Francisco; Emma F. Beardsley, San Francisco; M. L. Belding, San Francisco; Mabel O. Benjamin, San Francisco; C. J. C. Bennett, San Jose; Elvira E. Berard, San Francisco; M. E. Bergen, Berkeley; C. A. Bernhard, Yreka; Pearl Bibbins, San Ardo; Charles L. Biedenbach, Berkeley; Clara J. Bigelow, San Francisco; S. H. Bigelow, San Francisco; Jenella Bishop, Alameda; Amelia Black, Salinas; S. F. Black, San Diego; Blanche Blanchard, San Jose; Milton E. Blanchard, San Francisco; Henry M. Bland, San Jose; Minnie R. Bley, San Francisco; G. F. Blessing, Reno, Nevada; Fannie M. Bliven, San Francisco; Berthe B. Block, San Francisco; Fred G. Blue, San Francisco; M. R. Blythe, Oakland; Florence Boggs, Modesta; Sophie A. Boggs, San Francisco; J. M. Boland, San Francisco; Edith M. Bonelli, San Francisco; Ella N. Booth, San Francisco; Lena M. Booth, San Francisco; Ora Boring, Stanford University; Rebecca M. Boukofsky, San Francisco; Rose Boukofsky, San Francisco; Sara Boukofsky, San Francisco; Helen C. Bovard, Compton; W. Sherman Bower, Clayton; Mrs. W. Sherman Bower, Clayton; Bowland, Berkeley; Elsie Bowman, San Francisco; Levi Bowman, San Francisco; M. E. Boyd, San Rafael; M. L. Boylan, San Francisco; E. C. Boynton, San Francisco; V. E. Bradbury, San Francisco; L. F. Bray, San Francisco; M. A. Brierton, San Francisco; H. Brignardello, San Francisco; M. K. Bristol, San Francisco; Anna C. Brittan, San Francisco; Lura Brock, Sanger; Kate E. Brogan, San Francisco; Fannie P. Bronson, San Francisco; Elisha Brooks, San Francisco; Eugene B. Brooks, San Francisco; Melanie M. Brooks, San Francisco; L. R. Brotherton, Sausalito; A. M. Brown, San Francisco; Belle C. Brown, San Rafael; Elmer E. Brown, Berkeley; Esther Browne, San Francisco; I. R. Brown, San Francisco; Minnie Brown, Hollister; M. Browne, San Francisco; Mollie Brown, San Francisco; Rebecca F. Brown, San Francisco; E. E. Brownell, San Jose; Edith Browning, San Francisco; Louis Bruch, San Jose; Nellie B. Bryant, Berkeley; H. R. Bull, Healdsburg; Lou Bull, Oakland; Frank F. Bunker, San Francisco; D. Burcham, Petaluma; Cordelia Burnham, San Francisco; E. T. Burke, San Francisco; Lizzie R. Burke, San Francisco; Mary F. Burke, San Quentin; S. D. Burk, San Francisco; M. A. Burnett, San Francisco; E. F. Burrill, Berkeley; W. F. Burwell, Fresno; Edith S. Bush, Napa; Lizzie Bush, San Francisco; Walter N. Bush, San Francisco; Elizabeth Busteed, San Francisco; Elizabeth Butler, San Francisco.

C.

Jennie M. Cahill, San Francisco; Mary Cahill, San Francisco; Anna P. Calder, Willows; D. A. Camblien, Alameda; Mary E. Cameron, Berkeley; Amy T. Campbell, San Francisco; Anne B. Campbell, San Francisco; Isabel Campbell, San Francisco; M. M. Campbell, Oakland; P. M. Campbell, Oakland; Nellie E. Canfield, San Rafael; A. A. Carey, San Francisco; E. P. Carey, Petaluma; Martha Carew, San Francisco; Estelle Carpenter, San Francisco; Agnes Carroll, San Jose; Genevieve Carroll, San Francisco; Lyda F. Carroll, San Francisco; E. Carson, San Francisco; M. E. Carson, San Francisco; Addie Casamajou, San Francisco; Rose Casassa, San Francisco; Anita E. Casey, San Francisco; Kate F. Casey, San Francisco; Mary Casey, San Francisco; May

Casey, San Francisco; M. E. Casey, San Francisco; M. G. Cashin, San Francisco; Rose S. Cashman, San Francisco; Kate Cassidy, San Francisco; Virginia C. Cassidy, San Francisco; Clorinda Casinelli, San Francisco; Ella Castelhun, San Francisco; Amelia G. Catlin, San Francisco; E. L. Cave, St. Helena; Lillian G. Chace, Berkeley; Alice Chalmers, San Francisco; Christine Chalmers, San Francisco; June S. Shappell, Berkeley; Ella Chase, San Francisco; Lalla R. Chase, San Francisco; Ray E. Chase, Chico; Mrs. Ray E. Chase, Chico; May L. Cheney, Berkeley; George H. Chilcote, San Francisco; C. W. Childs, San Jose; Kate B. Childs, San Francisco; Madeline V. Christy, Berkeley; Emma Church, San Francisco; Rose V. Claiborne, San Francisco; A. B. Clarke, Stanford University; Charlotte K. Clark, San Francisco; D. C. Clark, Santa Cruz; Fred H. Clark, Oakland; J. B. Clark, San Francisco; Lida C. Clark, East San Jose; M. Clark, San Rafael; W. B. Clark, Berkeley; Agnes E. Clary, Santa Rosa; Lou M. Classen, San Francisco; Anita Clausen, San Francisco; Regina Cleary, San Francisco; J. F. Cleme, Sonoma; Anna Cline, San Francisco; E. S. Code, San Francisco; Lida Codington, San Francisco; Myrtle Coen, Cloverdale; Julia C. Coffey, San Francisco; Gertrude J. Cohen, San Francisco; Rose Cohen, San Francisco; Josephine Cohn, San Francisco; Samuel H. Cohn, Stockton; Charlotte Colby, Fresno; Mathe A. Cole, San Francisco; Elvira Coleman, San Francisco; S. E. Coleman, Oakland; A. Colke, Berkeley; L. W. Colton, San Francisco; Sophia P. Comstock, Sacramento; H. L. Condon, Vacaville; J. S. Cone, Modesto; M. I. Connell, San Francisco; George A. Connolly, San Francisco; Agnes J. Conolly, San Francisco; Flora G. Conover, Pacific Grove; M. B. Conway, San Francisco; Edith A. Cook, San Francisco; Amy B. Cookson, San Francisco; S. F. Coons, San Francisco; Frank P. Cooper, Santa Cruz; H. M. Corlett, San Francisco; H. E. Corliss, San Francisco; Edna D. Coryelle, San Francisco; E. R. Cosby, San Francisco; Edna Cotrel, San Francisco; Lucy Cotrel, San Francisco; Minnie Coulter, Santa Rosa; E. A. Cove, San Francisco; Mary Y. Coyle, San Francisco; E. M. Cox, Santa Rosa; L. M. Cox, San Francisco; M. M. Cox, San Francisco; Minnie Cozad, Santa Rosa; T. O. Crawford, Oakland; J. L. Crittenden, San Francisco; Hannah B. Crocker, San Francisco; E. E. Crookham, San Francisco; E. A. Crowley, San Francisco; Kate H. Crowley, San Francisco; Mary E. Crowley, San Francisco; Adeline B. Croyland, San Francisco; Clara C. Crumpton, Sausalito; E. P. Cubberley, Stanford University; E. F. Culin, Berkeley; L. R. Cullen, San Francisco; J. A. Cullen, San Francisco; R. Cullen, San Francisco; A. G. Curley, San Francisco; Kate Curley, San Jose; Margaret E. Curry, San Francisco; C. M. Curtis, San Francisco; L. W. Cushman, Reno, Nevada; Edna C. Cutler, Watsonville.

D.

Helene Dahman, San Jose; M. E. Dailey, San Jose; Ysibel Daly, San Jose; Ella R. Daniel, San Francisco; Laura Daniel, San Francisco; Julia A. Danks, San Francisco; Alice M. D'Arcy, San Francisco; James B. Davidson, San Rafael; L. E. Davidson, San Francisco; Theresa M. Davidson, San Francisco; V. E. Davidson, San Diego; W. W. Davidson, San Francisco; Dee T. Davidson, Calistoga; F. Davis, San Francisco; F. V. Davis, San Francisco; James P. Davis, Hollister; E. Dawley, Stony Ford; Grace K. Dawson, Oakland; Mary A. Deane, San Francisco; Virginia V. Deal, San Francisco; W. H. De Bell, San Francisco; J. A. De Con, Red Bluff; Elizabeth De Lancie, Oroville; M. L. Demmick, San Francisco; Elisabeth Dennis, San Francisco; Phoebe Denny, Petaluma; Marie D'Erlach, San Francisco; Theresa E. Derham, San Francisco; Minnie De Villuss, Woodland; May E. Devine, San Francisco; Rose De Yoe, San Francisco; Roy Dickerson, Cloverdale; Alice B. Diggs, San Francisco; Sarah Dobzensky, San Francisco; M. A. Doherty, San Francisco; Margaret Doherty, Tulare; M. J. Dolan, San Francisco; Clara M. Dolan, San Francisco; Mary E. Donnelly,

San Francisco; M. L. Donnelly, San Francisco; Ellen Donovan, San Francisco; Rebecca Donohue, Hanford; J. A. Doran, San Francisco; Mary E. Doran, San Francisco; Marie F. D'Or, San Francisco; Jessie P. Doty, San Francisco; W. C. Doub, San Francisco; Elizabeth M. Doud, San Francisco; Effie Douglas, San Francisco; M. E. Dowd, San Francisco; C. S. Downes, San Francisco; J. Downey, San Francisco; Thomas Downey, Downieville; Ida L. Downing, San Francisco; M. C. Dowling, San Francisco; Margaret M. Dowling, San Francisco; M. E. Doyle, San Francisco; M. J. Doyle, Berkeley; W. P. Doyle, Castroville; William J. Drew, San Francisco; John S. Drew, San Francisco; Blanche Du Bois, Fresno; Veronica Duffiey, San Rafael; Anna G. Duffy, San Francisco; Alicia A. Duffy, San Francisco; C. L. Duncan, San Francisco; Catherine E. Dunn, San Francisco; A. E. Dunn, San Francisco; Margaret L. Dunn, San Francisco; E. J. Duprey, San Francisco; May F. Duraind, San Francisco; Alta B. C. Durham, Felton; Bessie T. Durkee, San Francisco; Lulu F. Durkin, San Francisco; Fred Durst, Esparto; Bertha Dworzazek, San Francisco; Pauline Dworzazek, San Francisco; Annie M. Dwyer, San Francisco; Anna Dwyer, San Francisco; May C. Dwyer, San Francisco; Nort Dwyer, San Francisco; Lou D'Yo, Red Bluff.

E.

Clara B. Earle, Berkeley; Kate F. Eagan, San Francisco; B. E. Edwards, San Francisco; Frances M. Edwards, San Francisco; W. H. Edwards, San Francisco; Mrs. Milton Eisner, San Francisco; E. R. Elder, San Francisco; Dora Ellerhorst, Berkeley; Clara F. Elliot, Berkeley; Emma F. Elliot, San Francisco; Mary Elliot, San Francisco; Kate Elliott, San Francisco; Lillie Ellis, San Francisco; Nellie F. Emery, Santa Rosa; Ida C. Emmons, San Francisco; Rebecca T. English, San Jose; Adeline Ephraim, San Francisco; Janette Ephraim, San Francisco; N. V. Erb, San Francisco; Jennie H. Erkson, San Francisco; O. W. Erlewine, Sacramento; Pedro A. Espina, San Francisco; Calvin Esterly, San Francisco; J. C. Evans, San Francisco; Elizabeth A. Everett, Bishop; Estelle B. Everett, San Francisco; Laura B. Everett, Selma.

F.

Maria Fairchild, San Francisco; Helen B. Fairweather, San Francisco; Lillie Falck, San Francisco; D. A. Fallon, San Francisco; Rebecca E. Farley, Fresno; Emma A. Farnham, Watsonville; Mercy Farnsworth, Sacramento; Mary F. Farrell, San Francisco; Nina M. Farwell, West Berkeley; Richard D. Faulkner, San Francisco; Mary Fay, San Francisco; Rose Fay, San Francisco; H. Featherly, San Francisco; Margaret M. Fee, Berkeley; M. A. Felton, San Francisco; Elizabeth R. Fenton, San Francisco; Robina Ferguson, Oakland; C. Finnegan, San Francisco; Jennie G. Fisher, San Francisco; Ida M. Fisher, Alameda; Mabel Fisher, Berkeley; P. M. Fisher, Oakland; May F. Fitz Gerald, San Francisco; Margaret E. Fitzgerald, San Francisco; M. M. Fitz Gerald, San Francisco; Rose Fitzsimmons, San Francisco; Ida Flemming, Sacramento; Josephine Fleming, San Francisco; May Fleming, San Francisco; M. E. Floyd, Santa Rosa; M. E. Flynn, San Francisco; Nora T. Fogarty, San Francisco; E. M. Foley, San Francisco; Katherine J. Foley, San Francisco; N. T. Foley, San Francisco; Mae L. Folsom, San Francisco; Sophia A. Folsom, San Francisco; Lena Forden, Salinas; Annie M. Forester, Berkeley; James A. Foshay, Los Angeles; W. T. Forsyth, Watsonville; Lillian M. Forsyth, San Francisco; Lizzie H. Fox, Weaverville; Rebecca Fox, Berkeley; Laura Frank, Berkeley; Fannie M. Franklin, San Francisco; A. E. Franks, San Francisco; Hugh L. Frazer, Martinez; E. L. Fredericks, San Francisco; Giles N. Freeman, Fresno; Ida B. French, San Francisco; Sarah T. French, Berkeley; George W. Frick, Oakland;

Lucy M. Fritz, San Francisco; E. A. Frontin, East Oakland; Blanche H. Frost, Alameda; Walter Frost, Edenville; D. H. Fry, San Francisco; Robert Furlong, San Rafael.

G.

Katherine W. Gaines, San Francisco; Cora Gallagher, San Francisco; E. R. Gallager, San Francisco; J. J. Gallagher, San Francisco; Maggie J. Gallagher, San Francisco; Nellie G. Gallagher, San Francisco; Rose C. Gallagher, San Francisco; Martha S. Galloway, San Francisco; Mary E. Gamble, Alameda; B. L. Gambitz, San Francisco; L. Gambitz, San Francisco; M. F. Gannon, San Francisco; Ida Garbarino, San Francisco; Frank A. Gardner, San Francisco; Paul A. Garin, San Francisco; J. P. Garlick, Oakland; J. H. Garner, Hollister; A. A. Gates, San Rafael; Annie E. Gavigan, San Francisco; Mollie K. Gavigan, San Francisco; Marie E. Geary, San Francisco; G. Snow Gibbs, Stanford University; Elizabeth J. Gibson, Los Angeles; Cecelia H. Gilchrist, San Francisco; Elizabeth Gillen, San Francisco; L. Gillespie, San Francisco; Inez Gillis, Sacramento; Katherine Gilleran, Santa Cruz; Jane H. Gillespie, San Francisco; Edith M. Gilmore, San Francisco; J. C. Gilson, Oakland; Mary T. Gleason, San Francisco; Isabel T. Glennon, San Francisco; Cora Glidden, San Francisco; E. M. Goggin, San Francisco; Julia E. Goldman, San Francisco; Ada Goldsmith, San Francisco; Bertha Goldsmith, San Francisco; Rose Goldsmith, San Francisco; Franz M. Goldstein, San Francisco; E. E. Goodell, Alameda; Sarah F. Goss, San Francisco; William J. Gorman, San Francisco; Helen M. Grace, San Francisco; Addie J. Gracier, San Francisco; Mattie Graehe, San Jose; Lydia Grafe, San Francisco; Elizabeth M. Graham, San Francisco; E. G. Grant, San Francisco; Ida Gray, Suisun; Isabel Gray, Clovis; H. W. Gray, San Francisco; May E. A. Gray, San Francisco; Alice C. Gregg, San Francisco; Annie E. Green, Yuba City; Annette H. Green, San Francisco; C. L. Green, Winters; S. M. Green, Sacramento; Fannie Greenhood, San Francisco; C. H. Greenleaf, San Francisco; William M. Greenwell, Oakland; B. W. Griffith, Los Angeles; Adele L. Grimm, San Francisco; Edna Grinnell, Berkeley; Harriet W. Grover, Berkeley; Harriet W. Grover, Berkeley; Anna M. Grozelier, San Francisco; C. F. Gulick, Oakland; A. F. Gunn, San Francisco; Mrs. A. F. Gunn, San Francisco; Mary E. Gurry, San Francisco.

H.

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I.

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J.

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K.

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L.

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M.

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J. McNichol, San Francisco; Belle McNicoll, San Francisco; S. W. McPherson, San Francisco; Clara M. McQuade, Chico; Mary McVerry, San Francisco.

N.

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O.

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Q.

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R.

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S.

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Smith, San Francisco; S. C. Smith, San Francisco; Mrs. S. C. Smith, San Francisco; W. O. Smith, Berkeley; V. Evans Smith, San Francisco; Emma Smithson, San Francisco; D. S. Smedden, Stanford University; J. S. Snoddy, Livermore; C. D. Snyder, San Francisco; Helen F. Spafford, San Francisco; Kate D. Spedding, San Francisco; May Spencer, Kern; Terese F. Spencer, San Francisco; Christine M. Stack, San Francisco; Rose Stack, San Francisco; N. C. Stallman, San Francisco; Josie Stamper, San Francisco; Belle M. Stanford, San Francisco; Harriet Staut, Fowler; Clara M. Stark, San Francisco; Clara F. Starke, San Francisco; L. M. Stark, San Francisco; M. G. Stebbins, San Francisco; Hattie B. Steele, San Francisco; M. E. Steele, San Francisco; Wilhelmina A. Steele, San Francisco; Maud Stephens, Santa Cruz; Augusta Stern, San Jose; G. Stewart, San Luis Obispo; Jessie M. Stewart, San Francisco; Edith R. Stevenson, San Francisco; Virginia Stewart, San Francisco; Alice M. Stincen, San Francisco; Emma E. Stincen, San Francisco; Duncan Stirling, Salinas; Alice Stockton, San Jose; Fannie Stockton, San Francisco; Tillie C. Stohr, San Francisco; Rose C. Stolz, San Francisco; Mrs. L. S. Stone, Tulare; Louis S. Stone, San Francisco; Martha Stone, San Francisco; W. W. Stone, San Francisco; Annie M. Stovall, San Francisco; Ida R. Strauss, San Francisco; J. H. Strine, Sacramento; F. D. Stringham, San Francisco; W. C. Stryker, Hanford; Margery Stuart, San Francisco; Selden Sturges, San Francisco; Anita Sullivan, San Francisco; Elsie Sullivan, Davisville; Emma G. Sullivan, San Francisco; Julia F. Sullivan, San Francisco; Mary E. Sullivan, San Jose; Nelly F. Sullivan, San Francisco; Mary G. Sullivan, San Francisco; Nora M. Sullivan, San Francisco; Nellie Sullivan, San Francisco; M. C. Sutherland, San Francisco; Albert Warren Sutphen, Reedley; Alice J. Swasey, Oakland; L. V. Sweesy, Berkeley; Cassie L. Sweeney, San Francisco; J. D. Sweeney; Red Bluff; Mary A. Sweeney, Sacramento; Minnie Sweeney, Sacramento; John Swett, Martinez; Ruth J. Swett, Martinez; Jennie B. Sykes, San Francisco.

T.

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U.

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V.

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W.

Hattie L. Wooll, San Francisco; P. S. Woolsey, San Francisco; F. B. Wooten, Lodi; Alice B. Wright, San Francisco; George W. Wright, Concord; Helen Wright, Berkeley; Millie A. Wright, San Francisco; Myrtle J. Wright, Santa Rosa; M. S. Wright, San Francisco; M. Wythe, Oakland.

W.

Lucy M. Wade, San Francisco; Janet Wade, San Francisco; F. A. Wagner, San Francisco; Harr Wagner, San Francisco; W. P. Wainwright, Fresno; C. J. Walker, Visalia; Helen Walker, San Rafael; Margaret H. Walker, San Francisco; Adele Walsh, San Jose; Lillie Walsh, Castroville; Maggie Walsh, San Jose; Mary U. Walsh, San Francisco; N. G. Walsh, San Francisco; C. W. Ward, Yuba City; Ella Ward, San Francisco; Susie Ward, San Francisco; J. W. Warnick, Berkeley; D. Warshauer, San Francisco; Ethel E. Washington, San Francisco; Georgia Washburn, San Francisco; S. D. Waterman, San Francisco; Mrs. S. D. Waterman, San Francisco; Ethel Watkins, Madison; Martha A. Watson, San Francisco; Mary G. Watson, San Francisco; A. B. Way, Redwood City; Winifred Wear, Fresno; Louis K. Webb, Crockett; Margaret Webb, Berkeley; Alice Weed, San Francisco; Benjamin Weed, Oakland; Anna C. Weeks, Sacramento; Emma Wehrli, San Francisco; George S. Wells, San Jose; Myra A. Wentworth, San Francisco; Mary J. Westfall, Monterey; Claire Westphal, Fresno; M. L. Westover, Fresno; Anna Wettig, San Francisco; Ella L. Weymouth, Berkeley; Emma A. Wickman, San Francisco; Florilla Wickersham, Watsonville; H. V. Wiebcke, San Francisco; Salina Wiebcke, San Francisco; Maud H. Wieland, Fowler; Emily Wigand, San Francisco; Emma S. Wilkes, San Francisco; E. L. Williamson, San Francisco; K. T. Williams, San Francisco; M. C. Williams, San Francisco; W. J. G. Williams, San Francisco; Beatrice Wilmans, San Francisco; Edna N. Wilson, San Francisco; Lewis B. Wilson, San Jose; Louise S. Wilson, Berkeley; Mary T. Wilson, Berkeley; Sara M. Wilson, San Francisco; W. W. Wilson, San Francisco; Grace Winter, Berkeley; Charlotte Wirt, Santa Rosa; Mary Wiseman, San Francisco; Benjamin Ide Wheeler, Berkeley; Richmond Wheeler, Salinas; R. S. Wheeler, Fresno; A. E. A. White, Santa Cruz; Ada M. White, Santa Cruz; Dan H. White, Fairfield; Josephine White, San Francisco; Anne Whitley, San Francisco; Kate E. Whitaker, San Francisco; Harriet E. Whirlow, Berkeley; Will C. Wood, Fairfield; Anna Woodall, Berkeley; E. B. Woodland, San Francisco; I. Woodland, San Francisco; Alice M. Wolf, San Francisco; Esther R. Wolf, San Francisco; May J. Wolf, San Francisco; M. L. Woods, Sacramento.

Y.

C. C. Young, San Francisco; Lena C. Young, Santa Rosa; Roy J. Young, Berkeley.

Z.

Edith Zweybruck, San Francisco.

Additional names will be printed in the June issue, 1904.

Books and Magazines

The second volume of the Report of the United States Commissioner of Education, for the year 1902, has just been distributed. It contains chapters on education in Porto Rico, Alaska and the Philippines, besides much valuable statistical and descriptive material on universities, colleges and technological schools, professional schools, agricultural colleges, normal schools, secondary schools, commercial and business schools, reform schools, schools for the defective classes, and public and private kindergartens.

The section devoted to the education of the feeble-minded in the United States is perhaps the best exposition of this phase of education in existence. The island of Porto Rico had, in 1902, a school population (age five to eighteen) of 322,393, with 59,096 pupils enrolled in 921 schools. Provision has been made for four high schools and for the establishing of industrial and trade schools in the larger cities. Agriculture is taught in several of the rural schools. A normal school has been established, and the work of two experimental kindergartens has aroused much enthusiasm.

In the Philippines, some 4,247 teachers were employed in instructing more than 225,000 pupils. A normal school has been established in Manila, and two emergency normal schools opened in the provinces. A trade school has been founded, in which instruction is given in carpentry, drawing, telegraphy, plumbing and blacksmithing. A nautical school has been opened, and twenty-three provincial high schools organized.

* * *

"This book attempts to apply to a number of educational problems the methods of exact science." There is an "incoherent mass of facts about the influence of inheritance, environment and general mental development, the beginnings of what we may call a general dynamic psychology, which are relevant to many of the broader questions of education. It is the aim of this book to put this last group of facts at the service of students."

"'The mind is a host of highly particularized and independent abilities," is the conclusion reached with regard to the relationship

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Educatlonal Psychology, by Edward L. Morndike. New York: Leincke & Bnechner.

Poetry of the People comprising poems illustrative of the history and natural spirit of England, Scotland. Ireland and America. Selected and arranged with notes by Charles Mills Gayley and Martin C. Flaherty.

Herbart and the Herbartian Theory of Education. A criticism by Alexander Darroch M. A. New York Longmons, Green & Co.

The Psychology of Child Development by Irving King. Chicago. The University of Chicago Press.

of mental traits. "The one thing that educational theorists of to-day seem to place as the foremost duty of the schools—the development of powers and capacities—is the one thing that the schools or any other educational forces can do least." The schools may choose the direction which inborn ability shall follow to the greatest profit, but they cannot create it. They can only outlet it in serviceable avenues. With regard to the inheritance of mental traits, the acquisitions of an individual do not seem to "modify his germs so as to reproduce the traits acquired. With very general traits, such as mental vigor or weakness, health or degeneracy, the case might well be different."

In discussing the influence of environment, Professor Thorndike summarizes the work of education as follows:

1. To supply the needs of the brain's healthy growth, and to remove psychological impediments to it.

2. To provide stimuli to desirable mental variations, and to withhold stimuli from the undesirable.

3. To make the outcome of desirable activities pleasureable, and to inhibit their opposites by discomfort.

The chief practical problems of education would thus be those of hygiene, of opportunity, and of incentives and deterrents.

As a result of an elaborate investigation of the influence of special training, the conclusion is reached that the knowledge of this matter makes it imperative that the present conception of the disciplinary effect of environmental agencies be subjected to a new critique on the basis of actual evidence. They surely overestimate its amount.

The book reports the strenuous efforts of a painstaking scholar to capture the ever-elusive truth concerning a series of fundamental questions by means of the statistical method. It is suggestive, and it is a valuable contribution. We cannot, however, believe that educational truth will ever be expressed with quantitative precision. Statistics, we fear, will never be its best handmaid, but we cannot too vigorously applaud the effort to prove the things which are true in education.

* * *

This is a work of interpretation rather than investigation. Its keynote is that teachers have been given the wrong sort of psychology—the kind that deals with the mechanism of mental contents, that classifies and describes the forms of activity of the human mind—rather than a psychology which inquires how the mind acts in definite and concrete situations, and conversely indicates into what definite and concrete situations the mind shall be put in order that it may reach to best advantage. The problem of child study is to find out what growth is going on, in order that it may be beneficially affected. The great thing to remember in all discussions of mind is that mental acts cannot be taken by themselves, but are functions of the condition in which they arise.

To get rid of this externality of mind to its conditions, to stop talking of powers and faculties, interests and all sorts of mental acts abstracted from and out of relation to their concrete setting, as though they were self-existent entities, is the great change which must come about before either psychology or child study will be of much directive value to the teacher. Until our studies shall point the way to control of mental processes, they can have hardly more value than the detailed classifications of the schoolmen. Indeed, much, one might almost say most, that is taught at present is a revel of classification, hardly more productive of good works than theirs. It leads away from life, because it does not have for its object the imparting of the means to life. The great value of this work lies in its championing of the functional attitude. It treats of mind as reaching out toward ends, as a dynamic, not a static thing. It aims to serve as a guide to the enrichment of the child's self-activity, not as a hand-book to assist in the transfer of knowledge. When and why do children observe, image, remember, etc? Under what circumstances do these processes begin to operate and what functions do they serve, are the practical questions which are discussed here.

Too much cannot be said for such an about face in treating these matters. We regret that this work is so largely polemical. That, perhaps, is necessary at this stage of the development of psychological method. There are, however, certain definite results which come out of the discussion. One is that the experience of the young child is quite undefferentiated. Another is that his experience becomes organized with reference to the social whole within which he lives, and a third is that this enrichment and organization of experience comes through action. The real problem of education is not how to arouse his interests, but how to utilize them.

* * *

For the Herbartian knowledge is the primary thing in education and in life. Out of the fullness of the mind flow the feelings, and out of the fullness of the mind the will springs. The mental life is made up of experiences. It is the business of instructors to provide experience, and this leads to knowledge, to moments of feeling, and to acts of will. Training of the will, the observation, the emotions, etc., are not spoken of in this theory, for they are regarded features of an outworn psychology.

The point of this criticism seems to be that there is a soul which must be trained in some other way. A soul which acts contrary to, or at least superior to knowledge. Virtue is not knowledge, but the action of a transcendental will. The Herbartian psychology neglects the transcendental element and must be rejected as a basis on which to found the theory and art of education.

This is an echo of an old conflict in philosophy. It cannot be

denied that if the whole matter could be cleared up, education would move forward much more rapidly than at present. But the philosophers do not reach an agreement upon it, and education must rely upon the fruits of practice rather than of speculation to justify his procedure.

We commend this book to the attention of the exponents of the master's doctrine. It does not seem to do full credit to Herbart's doctrines, and its criticisms appear confused and incoherent.

* * *

"This little volume has a very modest but distinct and, we think, unique purpose—to supply the reading public and the schools with a compact body, not necessarily of the most highly polished or artistic poems in the English tongue, but of those which are at once most simple, most hearty, most truly characteristic of the people, their traditions, history and spirit." Such poetry is of the blood, bone and sinew of the people, but it is all too little read and too little known. The schools do not impart much knowledge of it, for the schools are usually devoted to "masterpieces," which they parse, analyze, diagram, rhapsodize over, and mutilate in as many ways as possible, but very seldom appreciate and enjoy. This poetry is made to be read and read again, until it shall sink itself in the heart and become a part of the mental furniture of the next generation.

Here are the old songs that took away the fear of death in battle and made the soldier's loss a triumph to his kinsmen. Here are the songs which the nations sang to nerve them against the oppressor, and here are the songs of love and labor and of peace. Indeed, this volume contains a large part of the literary heritage of the English-speaking peoples. Like the poetry of Homer to the Greeks, these poems should be familiar to every boy and girl in the Republic. There is no better way to make citizens.

* * *

The Batavia System,

A paper prepared by Superintendent John Kennedy, of Batavia, New York, and published in the *Missouri School Journal,* describes the system so successfully employed there. "My experience has led me to some conclusions, the statement of which constitutes a perfect paradox. First, the graded school works ill because of a wrong assumption, the assumption of equality, or rather uniformity in the mental conditions of children. Second, the remedies of the graded school have failed of success because of a wrong assumption of inequality in the mental potency of children. Children vary not so much in their powers as in the latency of their powers. How, then, may latent powers be made active? By individual attention and by that alone. By a sufficient amount of individual work a school grade may be made a true *e pluribus unum,* in which the successful movement of the oneness does not interfere with the free play of the individuality of the many. This free play is life. The arrest of it is death and destruction. Order is not a refraining from

disturbance or wrong; it is such a preoccupation as leaves no room for wrong-doing. A sufficient amount of individual teaching will make any grade room industrious, hence it will put any grade room into the most perfect state of order. We supply individual teaching to our grades in two ways. First, by placing two teachers in charge of a large grade and having one of those teachers give individual instruction all the time; second, by requiring the single teacher of a single grade to give individual instruction half the time. By either method the two forms of instruction are given in exactly equal quantities. We would give the preference to the two-teacher arrangement. But there is not much difference in the results. But does not the two-teacher system involve increased expense? No; it saves expense; it costs from two to three hundred dollars less to use two teachers in one room than in two rooms."

* * *

BOOKS RECEIVED.

First Steps in the History of England, A. M. Mowry. Silver Burdett & Co.

Heroes of Chivalry, Louise Maitland: Silver Burdett & Co.

Porto Rico, J. B. Seabury: Silver Burdett & Co.

Heroes of Myth, Lillian L. Price: Silver Burdett & Co.

Wandering Heroes, Lillian L. Price: Silver Burdett & Co.

American Heroes and Heroism, A. M. Mowry: Silver Burdett & Co.

How the People Rule, C. De F. Hoxie: Silver Burdett & Co.

Elementary Physiology and Hygiene, H. W. Conn: Silver Burdett & Co.

Government of the United States, Lancing and Jones: Silver Burdett & Co.

Spanish Composition, L. A. Forseaux: Silver Burdett & Co.

Systematic Methology, A. T. Smith: Silver Burdett & Co.

Steps in Expansion, O. P. Austin: D. Appleton Co.

Elements of English Composition, Gardiner, Kittredge & Arnold: Ginn & Co.

The Mother Tongue, Books I and II, Arnold & Kittredge: Ginn & Co.

A French Reader, Aldrich and Foster: Ginn & Co.

Schoolroom Decoration

MRS. J W. ORR.

From the club woman's standpoint this state convention of teachers offered a fine opportunity to bring the subject of schoolroom decoration directly to their attention, and to assure them also that the club women of California would undoubtedly co-operate with the teachers in providing ways and means to secure suitable pictures for decoration and for study if the matter was publicly and intelligently discussed. This co-operation of teachers and women's clubs is a proved success in many Eastern towns and cities, and is more than a possibility in California, with the growing interest of the club women in the welfare of the public schools.

If the city teachers or the country teachers would bring this question before any organization of women in their respective communities, we feel assured that the work would prosper without making demands upon the school trustees or Boards of Education other than to ask that the walls and wood work be in good repair and of a suitable color as a background for pictures and casts. As a practical demonstration and for the purpose of suggestion and comparison, we have taken an ordinary San Francisco schoolroom, and without changing the tint of the walls or concealing the blackboards, without the addition of shelves for decorative purposes, leaving the working apparatus of the schoolroom intact, we have placed pictures in proper spaces upon the walls, which, you will immediately concede, change the barren aspect of the room to one of comparative beauty and repose. Something, then, is above the line of the blackboards to rest and refresh the eyes and minds of scholars and teachers; something to instruct and inspire. If any organization of club women would begin this work in one school, we feel sure the work would grow by suggestion. The California Club has plans in view to decorate one of the San Francisco schoolrooms, with the co-operation of the principal and his pupils, and it is this co-operation that is the one necessary factor toward creating a widespread public sentiment in favor of better schoolrooms.

With pictures on the walls, with portfolios for picture study, the child passing through the grammar and high schools will have gained, unconsciously, a fair knowledge of the world's masterpieces of art, just as he has, as a result of his studies in literature, a fair knowledge of the master minds in letters. I am speaking, not as a teacher, not as an artist, but as the ordinary club woman, knowing the practical spirit of service in the modern club movement, which, together with the world of pictures, awaits the demands of the teachers of our public schools. Those who follow will give you the teachers' standpoint and the artists' idea, so that you may carry away with you some helpful suggestions, and perhaps when you hear what has been accomplished in Eastern states, you may be inspired as well to inaugurate an active campaign in the matter of schoolroom decoration.

Official Department

STATE BOARD OF EDUCATION

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MORRIS ELMER DAILEY..... ..... President State Normal School, San Jose
E. T. PIERCE..... President State Normal School, Los Angeles
C. C. VAN LIEW ..... President State Normal School, Chico
BENJAMIN IDE WHEELER.....President University of California, Berkeley
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SAMUEL T. BLACK .....President State Normal School, San Diego
FREDERIC BURK..... .....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.. Superintendent Public Instruction, Sacramento

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The next convention of county and city school Superintendents will be held at Santa Barbara, beginning Tuesday, May 10th. Formal notices to Superintendents and a suggestive program for work will be sent out in a few days.

The Joint Normal Board will hold a meeting Friday, April 8th, in San Francisco.

The State Board of Education met at State Capitol Building, Sacramento, Saturday, March 5th. Present M. E. Dailey, S. T. Black, E. T. Pierce, C. C. Van Liew, E. E. Brown, F. Burk and Thomas J. Kirk. The Board approved the action of the State Text-Book Committee in reference to securing plates of the Hornbrook's Arithmetic for the State Series. The Ontario Normal School was accredited.

The Life diplomas of Montana were not accredited.

The Board granted the following high school credentials:

Hester Eliza Benn of San Diego, C. S. Downes of Alameda, Mary A. Monce of Berkeley, J. M. Downen of Pueblo, Colorado, Corrinna E. Smith of Prescott, Arizona, Edith M. Everett of Billings, Montana.

The Superintendent of State Printing was authorized to manufacture school text-books, as follows:

75,000 copies Introductory Geographies, 50,000 copies Grammar School Geographies, 75,000 copies Grammar School Arithmetics and 50,000 copies Introductory Histories of the United States,

* * *

Official Decision Relating to High Schools.

SAN FRANCISCO, February 17, 1904.

Thomas J. Kirk, Superintendent of Public Instruction, Sacramento, Cal.:

DEAR SIR:—Your favor of January 13, 1904, received. So there may be a mutual understanding I quote your letter in full as follows:

"In case of controversy between the Board of Education of a City of the 5th class or a high school board in a County and the County Board of Education of the same County

as to which, under the law, shall determine the qualifications of pupils for admission to any high school of the County, which board is paramount in authority?

"For the law relating to the qualifications of pupils for admission to high schools I would refer you to Sub. 13th of Section 1670 of the Political Code, the general law for establishment and maintenance of high schools, and to Section 9 of an Act, approved March 2, 1903, entitled 'An Act creating a fund for the benefit and support of high schools and providing for its distribution, and also to Sections 1616 and 1771 Political Code, which refer respectively to county and city boards of education.

"The controversy is between the educational authorities of the City of Chico and the County Board of Education of Butte County, and the questions which have been passed to me to ask your opinion upon are more fully set forth in the letter of County Superintendent R. H. Dunn, herewith handed you, attached to which is a clipping from an Oroville newspaper. The latter is submitted for whatever it may be worth in helping you to arrive at the facts in the controversy."

I have examined the letter of the County Superintendent and I understand his position to be that if the Chico High School henceforth receives State aid the only method by which pupils may obtain admission thereto is to submit to an examination by the County Board of Education. He does not claim that the County Board has any authority to interfere with the course of study in the primary and grammar schools of the city prescribed by the City Board or the course of study in the high school prescribed by the High School Board.

I have also received a communication from the District Attorney defining his position in the matter. I quote therefrom as follows:

"I wish to be advised upon the construction to be placed on Section 9 in 'An Act Creating the Fund for the Benefit and Support of High Schools and Providing for its Distribution,' approved March 2, 1903.

"The clause in the Section I wish your opinion on is, 'High Schools eligible to receive State aid as herein provided shall admit as students *only such pupils as have completed the full course of instruction prescribed for the primary and grammar schools* in the County, or City and County wherein *the High School is located*, or an equivalent course, or such pupils as may show by thorough examination that their qualifications are equivalent to the requirements for graduation from said primary and grammar schools.'

"I have held that under this law, that the primary and grammar schools of the City of Chico (a city of the fifth class) must make their course of study in that City an equivalent course to that prescribed by the County Board of Education for the primary and grammar schools of the County wherein said High School is situated.

"The Board of Education of the City of Chico consulted Col. Henshaw, and he has rendered them the enclosed opinion, which I enclose, supposing it has been printed correctly. You will notice that he lays great stress upon the fact that there are several provisions in the law, which except the primary and grammar schools within the city from being examined by the County Board of Education.

"I am not unmindful of these provisions; and concur that the County Board has no business within the City. But for the pupils to gain admission to the High School receiving State aid, the course of study for the primary and grammar schools of the City must be equivalent to the course prescribed for the primary and grammar schools of the County. Of course if they do not draw State aid and support their High School from funds of their own raising, they can admit pupils who have completed any course the City Board of Education may prescribe for the primary and grammar schools. Or if the County Board holds that the course prescribed is not an equivalent to the primary and grammar of the County, and the City Board refuses to make it equivalent, then the only way those pupils can gain admission is by 'thorough examination that their qualifications are equivalent to the requirements for graduation, etc.' "

I find that the District Attorney does not claim any authority in the County board to interfere with the power of the City Board and High School Board in prescribing the course of study for the schools under the control of

such Boards. He states the conditions with which the Chico High School must comply in order to receive State aid.

It is well to state at the outset of this discussion that, it seems to me that prior to 1903, it never occurred to thelegislature in passing the various acts under construction that there would be any difference between the course prescribed for grammar schools in incorporated cities and the course prescribed for grammar schools in counties, and cities and counties. It appears to have been legislating as if for a uniformity in the course of study as well as in other branches of the system. Some recognition of the possibility of a difference in such courses appears to have been in view when the Act of 1903, to which reference will be hereafter made, was adopted.

The High School is a part of the public school system of the State. Article 11, Section 6 of the Constitution.

The Chico High School district is a municipal corporation in the County of Butte, regularly organized and existing under the provisions of Section 1670 of the Political Code relating to high schools, as amended in 1895. Chico High School Board *vs.* Supervisors, 118 Cal., 116.

By the provisions of the municipal corporation act, cities of the classes specified are not necessarily withdrawn from the operation of the general system of public schools established by the Political Code.

In Kennedy *vs.* Board of Education, 82 Cal., 492, it was said:

"It is contended that the provisions of the Code above cited (Sections relating to powers of Board of Education) are not applicable to the City and County of San Francisco and that the consolidation act alone is applicable. But this court has held to the contrary in a number of cases. The general Statute which applies to all cities must control special statutes made applicable to particular cities."

In Earle *vs.* Board of Education, 55 Cal., 489, it was held that by the Constitution the educational department is made a state, as distinguished from a municipal care, and the regulation of municipal schools in San Francisco does not remain unchangeable under the Consolidation Act. The Consolidation Act may remain for municipal purposes, yet the educational department as a state matter be subject to general laws passed for that purpose.

It becomes necessary to inquire just what effect is given to the provision for a board of education in cities of the fifth class (Chico), in the Municipal Corporation Act of 1883.

Section 798 of said Act, providing for Boards of Education in cities of the fifth class, says:

"The board of education shall have power:

. . . 3. To make, establish, and enforce all necessary or proper rules and regulations not in conflict with the laws of this state, for the government and management of public schools within such city, the teachers thereof, and the pupils therein, and for carrying into effect the laws relating to education.

. . . 13. To establish and regulate the grades of schools in such city, and the course of study, and the mode of instruction to be pursued therein, and determine what text-books shall be used." See General Laws, p. 888.

This provision of the Municipal Corporation Act is limited by any general law which may be passed and cannot supersede any requirements of the Political Code on the same subject. The most instructive case on this branch of the subject is Kennedy *vs.* Miller, 97 Cal., 429. It lays down in broad lines of demarcation the extent of the powers granted by the Municipal Corporation Act and those granted by the Political Code and General

Laws. And in that case it is held that the provisions of Article 9 of the Constitution making education and the management and control of public schools a matter of State supervision, and directing the Legislature to provide a "system of common schools," requires the adoption of one system, which shall be applicable to all the common schools. It is also held in said case that all city charters are limited by the operation of the general school laws.

This case was supported in Bruch *vs.* Colomber, reported in the 104 Cal., page 347, holding that the provisions of the Constitution require the adoption of one system which shall be applicable to all the common schools.

These cases are sufficient to establish the proposition that the City of Chico is subject to the provisions of the Political Code establishing a system of high schools and to "an act creating a fund for the benefit and support of high schools and providing for its distribution," approved March 2, 1903, (General Laws, p. 1147).

The law establishing a system of high schools in this State is found in Section 1670 of the Political Code as ammended in 1395. This was the law under which the Chico High School was created. Section 1670 provides, in part:

"First—Any city, incorporated town, or school district accredited by the last preceding school census with a school population of three hundred or more, may, by a majority vote of the qualified electors voting at the election held for the purpose of determining the establishment and maintenance of such high school, establish and maintain a high school at the expense of such city, incorporated town or school district.

"Seventh—In any city, incorporated town, or school district, which shall have established a high school, the board of education or board of school trustees shall constitute the high school board, and shall have the management and control of said high school

"Twelfth—The course of study for the respective high schools shall be prepared by the high school board, and, except in cities and in incorporated towns, shall be subject to the approval of the county board of education. Said course of study shall embrace a period of not less than three years; and it shall be such as will prepare graduates therein for admissiou into the State University. The high school board may prescribe an additional course or additional courses of study, subject to the approval as hereinbefore provided. The text-books to be used in all high schools shall be uniform throughout the state, and shall be adopted by the high school boards, subject to the same restrictions provided for the adoptiou of the course of study, from a list of books prepared and recommended by the State Board of Education. The State series shall be used in grades and classes for which they may be adapted.

"Thirteenth—Graduates of the grammar schools shall be admitted to the high schools without examination. Other applicants of the high school disirict may be admitted in accordance with such rules as may be prescribed by the high school board; provided, that in high schools where the course of study embraces a period of four years, pupils who have completed the course of study prescribed for the seventh grade may, upon passing a satisfactory examination, be admitted. Proficiency is to be determined by the principal, subject to approval by the county board of education. The high school board may admit pupils not residing in any high school district upon the payment of such tuition fees as they may deem proper, and all moneys collected from this source shall be paid into the fund provided for the support of the high school,"

By these provisions the government and control of schools in Chico or other incorporated towns is vested in two boards, the City Board of Education having charge of primary and grammar schools, and the High School Board having charge of the high schools. Close examination of the statute reveals that the legislature has not given either of these boards the right to prescribe the requisites of admission to the high school. The Legislature

has exercised that right itself in the thirteenth subdivision. Since it has not delegated this authority, it may change the requisite at any time.

This view of the question—that the Board of Education and High School Board are separate and distinct—is borne out by the very recent case of Brown *vs.* Visalia, reported in XXVII Cal. Dec., 22. In that case it was held that the Municipal Corporation Act of 1883 did not give the City Board of Education of Chico authority over high schools Their authority fully extends over the primary and grammar schools. A new system entirely is provided for high schools by the Polilical Code. You will find this view supported if you will examine the Corporation Act, 1883. Therein you will see that power is given expressly to cities of the first class to establish high schools. Section 247, Sub. 3, Municipal Corporation Act, 1883; General Laws, page 761. This grant of power is left out in the provisions for the school departments of the cities of all the other classes, including the fifth. This is the language of the Supreme court in Brown *vs.* Visalia, supra:

"The stress of appellant's argument, that the provisions of the Municipal Corporation Act are conclusive upon the power to levy taxes for any school purpose, rests upon the assumptiou that the term 'school fund' in Section 764 of said act comprehensively embraces the amounts to be levied for all school purposes—primary, grammar and high school—and that the term 'public schools' in Section 798 embraces schools within the public school system as defined by the constitution. (Const., Sec. 6, Art. XI).

"The fact is, however, that the Municipal Corporation Act of 1883, including the Sections relied on, was in existence long before any valid legislation was enacted (Secs. 1669-1670 and 1671 of the Political Code, stats, 1893), providing for the organization of high school districts and the establishment and maintenance of high schools, and it can hardly be assumed that such schools were comprehended within the terms 'public schools,' or 'school fund,' as used in the Municipal Corporation Act, when they had no existence in fact. At the time this Municipal Corporation act was passed, the Legislature, in harmony with the constitutional requirement (Section 5 article IX), had provided for a system of common schools which embraced only primary and grammar schools, and all existing legislation on the subject had in view solely the establishment and support of such schools.

"Primary and grammar schools existed in all communities throughout the State, and their establishment and maintenance, whether existing in, or outside of, municipalities, and from the earliest date in the educational system of this state been fully provided for by law. In establishing high schools, the Legislature—as nothing of a similar character had heretofore existed—had to provide a complete scheme for their establishment, the method of their government, and the manner of their maintenance. While it was intended to make their establishment, as the constitution provided, a part of the public school system, it was equally intended to make them entirely distinct from primary and grammar schools—a different educational instrumentality, governed by a different board, provided with a distinct fund, to be secured in a different way from that provided for securing funds for the common schools. The whole scheme of their creation evinces this purpose.

"While it is provided by subdivision 7 of Section 1670 of the Political Code that the Board of Education in the city where the high school is established shall have control of that school, it is distinctly provided that such control shall be had, not as a board of education, but as a high school board. For all purposes of controlling primary and grammar schools, it shall constitute a board of education, but as to high schools, it shall consitute a high school board; and this distinction is made necessary because, under Section 798 of the municipal act, the moneys obtained under the general levy provided for therein shall constitute the 'school fund,' to be paid out under order of the board of education, while by subdivision 13 of Section 1670 of the Political Code, the taxes derived under subdivision 14 of said section shall be paid into the said treasury to the credit of the 'high school fund,' and paid out only on the warrants of the high school board.

"Now, coming to the vital question as to how this high school fund is to be obtained. It must be conceded that, as far as the power of the boa d of education is concerned to estimate the amount necessary to conduct the schools of the city, as provided by Section 798 of the act, it does so solely and exclusively as a board of education. In estimating the amount necessary for maintaining the high school, by subdivision 14 of Section 1670, it acts exclusively and solely as a high school board. As these boards are distinct, and as the board of education can make and furnish the board of trustees in that capacity, is for the maintenance of primary and grammar schools, the only estimate it can make and furnish the board of trustees in that capacity is for the purposes over which it alone has control, to-wit: primary and grammar school purposes; and as the board of trustees is required, under the same Section, to add such amount found necessary by the board of education (less such amount as probably will be received from the state and county for school purposes) to the other amounts to be assessed for city purposes, it must reasonably follow that, as its power to make the levy proceeds solely from the estimate of the board of education, that the only levy it can make under its general power to provide not exceeding twenty per cent for a school fund, is to provide the fund which the board of education as such can alone require and control, to-wit: the fund necessary for primary and grammar school purposes only.

"We are satisfied that high schools were intended to be and are organized, and are required to be maintained under laws separate and distinct from those applying to other schools, and that the complete scheme for their organization, government and maintenance is to be found in the provisions of the Political Code above cited. That the limitation as to the amount which, under the Municipal Act, a city of the fifth class may raise as a school fund, has no application to providing revenue for the maintenance of a high school established in said city, but that under the provisions of subdivisions 14 and 15 of Section 1670 an additional duty is imposed upon the board of trustees to levy a special tax to be collected as other taxes are collected for the support of such schools."

The city Board of Education, then, has control of primary and grammar schools but cannot prescribe the course of study in the high school. The High School Board has control of the course of study in the high school but cannot prescribe the preparatory course in the grammar school. The only sources to which we may look, therefore, to determine what controls the requisites for admission to the high school are the above sections of the Political Code and any general laws subsequent thereto. I suggested above that the Legislature had not delegated the power to say what the requsites for admission to the high school were and could change them at any time.

It is now time to look at the provision of

"An Act creating a fund for the benefit and support of high schools and providing for its distribution," approved March 2, 1903. (Gen. Laws, p. 1147).

Section 9 of said Act provides:

"High schools organized under the present law for the establishment of high schools and receiving State aid under this act shall within one year after first beginning to receive such state aid provide at least one course of study such as will prepare pupils for admission to one of the colleges of the University of California, and for that purpose said high schools shall be subject to inspection by a duly accredited representative of said university. High schools eligible to receive state aid as herein provided shall admit as students only such pupils as have completed *the full course of instruction prescribed* for the primary and grammar schools of the county or city and county wherein the high school is located, *or an* equivalent course, or such pupils as may show by thorough examination that their qualifications are equivalent to the requirements for graduation from said primary and grammar school course; provided, that pupils otherwise qualified to enter a high school and residing in territory wherein no high school exists shall have the right to attend any high school that receives state aid under the provisions of this act without the payment of tuition fee, if such schools have room or accommodations for them."

The conditions under which this section is to be construed are, to sum up the reasoning of the above cases:

First. The City of Chico is subject to any general .aw which may be passed relative to high schools.

Second. The legislature has established a uniform system of high schools which it may change at any time.

Third. The Board of Education and the High School Board are distinct boards and neither has been given control over the admission of students to the high school, the legislature reserving that control itself.

Fourth. *High schools seeking the benefits of the Act of 1903 must submit to its conditions.*

Fifth. *The most important consideration of all—Section 9 of the Act of 1903 must be construed together with the thirteenth subdivision of Section 1670 Political Code.*

You will note that subdivision 13 of Section 1670 provides, "graduates of the grammar school shall be admitted to the high schools without examination."[1] This is limited, however, further on in the subdivision by the words "provided, that no applicant shall be admitted to the high school who has not practically completed the work of the grammar grades of the county in which the high school is located." The graduates who may be admitted without examination are restricted, then, to the grammar schools having a course of study prescribed for county grammar schools.

This same idea is carried out in the Act of 1903. The legislature evidently had in mind a uniform system, at least as far as state aid was concerned. The only way in which the legislature could control the admission of applicants to high schools and see that its requirements were complied with was through the county board. When it said, therefore that an applicant who had completed a course equivalent to the course prescribed for county schools should be admitted, to whom would the legislation naturally leave the question of the equivalency? To the County Board, of course, to whom the legislature had committed the prescribing of the county course.

Likewise in Subdivisisn 13 of Section 1670, it is provided

"Proficiency (in examination) is to be determined by the principal, subject to approval by the connty board."

It seems to me that the above section of the Political Code and Section 9 of the Act of 1903 are perfectly consistent and are to be construed so. I do not think we have the right to add the word "city" between the words "county" and "or city and county" in Section 9 of the Act of 1903. This might overthrow the whole intention of the legislature. The legislature has employed the term "city high school" wherever else in the act it may fit and may as well be taken to have omitted it intentionally in Section 9 as unintentionally. (See Sections 5-7) Indeed it is quite possible that the legislature intentionally omitted the word "city" in view of the fact that the Board of Education in a city has complete control of the city grammar school, and might arbitrarily prescribe a certain course for such school that would be far inferior to the standard laid down as the county grammar course, and it is manifestly unfair that such a pupil should be received into a high school receiving state aid, while a different and higher standard would be required from the graduate of a county grammar school.

Therefore, by the provisions of the Act of 1903, the word "city" is omitted, and it is made a requisite of admission to a State High School that the pupil seeking admission thereto shall have completed a course at least *equivalent* to the course prescribed for the primary and grammar schools of county or city and county. This requirement necessitates that there be in some power vested the authority to determine whether the course of study completed by the applicant for admission is, in fact, *equivalent* to the course of study of the primary and grammar schools of the county or city and county.

I can find no language in any of the statutory provisions applicable to the question which justifies the conclusion that such authority has been vested in either the City Board or High School Board. On the contrary, the reasonable construction of the provisions of the law above cited leads to the conclusion that the authority to determine such questions is vested in the County Board of Education.

You will understand that I am here speaking solely of the requirements of admission to the high school. This is the question upon which I have been consulted, and the question to which this opinion is limited.

In my view, the authority is vested in the County Board of Education to determine that the course prescribed for the City Grammar School is equivalent to the course prescribed for the County Grammar School, or that it is not; that if an examination is given to applicants to the City High School the examination, whether given by the Principal of the high school, or by the High School Board, is subject to the approval of the County Board. Further than this the County Board may not go. It may not say in a particular case that this or that applicant shall or shall not be admitted to the high school, but if the High School Board should admit a pupil whose qualifications did not meet the requirements of the County Board, the County Board, through the County Superintendent, may report such fact to the Superintendent of Public Instruction, and that officer will withold, from such high school, state aid. This is provided for by Section 5 of the Act of 1903.

These are extremes to which contention could lead, and are here suggested in the hope that conflicting claims of authority made by the various Boards will not be so far pressed that injury to either the city school or the high school will result.

Very truly yours,

U. S. WEBB,

Attorney General.

Western School News

SPECIAL WORLD'S FAIR OFFER.

Any teacher in California who intends to visit the St. Louis Fair, may by enclosing this notice to the office of the WESTERN JOURNAL OF EDUCATION, obtain a free copy of a booklet the Grand Canyon of Arizona, which will prove of great value in teaching geography.

Prof. Griggs will deliver three lectures in Steinway Hall, San Francisco, April 15th' Tuesday 19th and Friday 22. The subjects are St. Francis of Assisi, Emerson, Tolstoy. Tickets for the course $1. Single admission 50 cents. The tickets will be on sale at the store of Whitaker & Ray, 723 Market St., on or after April 5th.

Prof. Griggs has met with great success on the platform as a lecturer on literary, educational and ethical subjects. His most notable success was at Tremont Temple, Boston, where hundreds of people were unable to secure admission. This will be Prof. Grigg's first public appearance in California for several years. He will undoubtedly have large and appreciative audiences.

J D. Sweeney of Red Bluff published in the Red Bluff News February 16th a vigorous article on "Higher Education a Necessity for Boys."

State Superintendent Nelson of Utah is agitating a movement to increase the salary of teachers in Utah.

The teachers of Kings County, Washington, have requested that the salaries be paid them on the basis of twelve months in the year.

One hundred and fifty teachers have been engaged for service in the Phillipines through civil service examinations. Examinations will be held April 29th for one hundred and fifty additional teachers.

E. C. Boynton who is traveling in the interest of the WESTERN JOURNAL OF EDUCATION is now at Butte, Montana.

The Whitter Union High School district will build a $75,000 building.

Superintendent W. H. Langdon of San Francisco, and the Board of Education will issue a new course of study for next year.

The Benecia schools held very creditable exercises on Arbor Day, February 26 1904.

The Tulare County Institute was held at Porterville, the week of February 22. Dr. E. C. Moore, Prof. D. S. Snedden, Supt. Kirk, Virgil A. Pinkley and George R. Kleeberger were some of the instructors. The people of Porterville entertained the teachers royally.

The Function of the Normal School is being discussed with considerable stress in the Los Angeles papers.

Supt. James A. Barr has written an extended article on Primary Arithmetic for Primary Education. It was published in the January number-

One of the finest school exhibits ever collected in Los Angeles is to be sent to the St Louis Exposition. Deputy Superintendent J. B. Monlux has stated that everything had been packed and the shipment probably will leave the city for the fair grounds inside of two days. He said: "It is quality, not quantity wherein we are to excell this time. The exhibit is not so extensive as we have had at former expositions, but it is a far better one." The list of exhibits includes samples of all kinds of work done, from the kindergarten to the senior class in the High School. The art exhibits are elaborate and handsome in the extreme.

The Board of Trustees of the Los Angeles State Normal School met in Los Angeles Monday, March 7, and elected as president, vice E. T. Pierce ,resigned, J. F. Millspaugh, now president of the Normal School at Winona, Minn. Dr. Millspaugh is a graduate of the University of Michigan. He is forty eight years of age. He has had large experience in public school work. Before his election to Winona Normal he was City Superintendent of the schools of Salt Lake.

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The board of trustees of the California Polytechnic School met in San Francisco Saturday February 27. Those present were trustees S. C. Smith of Bakersfield, E. J. Wickson of Berkeley, R. M. Shackleford of Paso Robles, F. A. Hihn of Santa Cruz, Warren M. John of San Luis Obispo, and State Superintendent of Public Instruction Kirk. Professor Le Roy Anderson, director of the school, made various recommendations for the future government of the institution, which were adopted by the board. It was further decided that the next school year be divided into three terms of twelve weeks each, the first from September 15 to December 15, the second from January 1 to March 1 and the third from April 1 to June 20. Trustee John introduced the following resolution, which was adopted:

"Resolved, That it is the intention of this board to use every effort to make the California Polytechnic school a useful institution for the young people of California, to the end that it shall ultimately afford instruction along mechanical lines and become in every sense a thorough polytechnic school. It is the intention to so conduct the school that it may produce educated farmers, stock raisers. dairymen and orchardists, cultured matrons and homemakers, as well as skilled mechanics, all of whom may be an honor to California and the nation. As the Legislature meets the demands for financial aid, it is the intention of the board to install a complete plant for instruction in blacksmithing, plumbing, general iron work and electrical construction."

James Edward Roadhouse of Berkeley was added to the faculty as instructor in irrigation, horticulture and forestry. Edward Walter Jonnt of Oakland was named as instructor in carpentry.

February 19th was observed as Arbor Day in Marysville, Cal.

A special meeting of the Council of Education was held in room 356 of the City Hall San Francisco on February 20th to take action on the report of the Committee on Tenure of Office for Teachers. Three different reports were submitted. After much discussion the committee decided to recommend the specific changes noted in the editorial pages of this issue.

The National Summer School of Music will be held at Miss West's school. 2014 Van Ness Ave., San Francisco, July 4 to July 16, 1904. For calendar announcing course of study address S. C. Smith, 325 Sansome street, San Francisco.

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Universities and the Common Schools

* * *

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EDITORIAL

Sentiment and Sentimentalism

We have heard something of late of the danger of teaching subjects in an unscientific fashion, of diluting fact with feeling and departing from the rigor of colorless truth. We often hear such criticisms, and up to a certain point they are sound, but beyond that point they are wholly uncalled for. Wishy-washy twaddle about beauty and goodness, the things of nature or the life of man, has no more place in school-work than it has in world-work. It is enfeebling and disgusting. It does not lead to action, but usually leads away from it. It is bad because it overdoes the matter—bad because the facts do not warrant it. The teacher who tells her children that the flowers and the grass and the trees love them is indeed performing a very doubtful service for them, but the teacher who causes them to love the flowers, the grass and the trees is helping them to a human experience which they have a right to have. Normal and orderly feeling is very different from detached and abnormal feeling. The one is good, the other is bad. The one is sentiment, the other is sentimentalism. We have not gotten to the point of living by intellect alone. We still live by sentiment, and to inculcate the proper sentiments, toward home and country, mankind and the Deity, is by far the most important work of the schools. It is one's feeling toward honesty, truth telling, fearlessness and uprightness, labor and human kindliness—attitudes acquired usually before the age of fourteen years—which determines what sort of a man or woman one shall be. The teacher who tries to engender the right attitude toward these things is doing the very best work that one human being can do for another. She should present facts adequate to stimulate such attitudes. She should not twist and distort facts in order to get them, neither should she seek them directly without supplying lessons around which they may grow. But to say that she should simply teach facts as they come in science or history without selecting those aspects or phases of fact through which she can arouse these wholesome sentiments is to misconceive entirely the function of the common school. There is no nobler thing than to teach a subject in such a way as to arouse strong and healthy sentiments; there is no

baser thing than to teach it in such a way as to lead to sentimentality.

* * *

Do We Hate Ideas?

When Mr. Yeats, the Irish poet, paid us a flying visit a few days ago, the most enthusiastic word of praise he had for the American people was that "they do not hate ideas." The people of England, said he, are fixed in their ways. Change, or the thought of change, is disagreeable to them and they are given to regarding one who urges it upon them as a troubler of their peace, or, at best, a vain and fantastic dreamer. Had he stayed longer with us the chances are that he would have revised this judgment and been compelled to withdraw his approval of us for this trait, simply because we do not possess it in anything like the measure that we should.

A people that loves ideas is bound to grow and to grow rapidly, for they work for something better than to keep things as they are; they are ever on the alert to make things better than they have yet become. If the Athenians had not loved ideas, but cared only for the Athens of their fathers, Solon's laws would not have been devised to put an end to the faction wars of the city, Pericles would not have been permitted to build the new temples, and philosophy and science would not have been needed and created for the world. Only an eager, progress-loving race could have done these things. A people that rested in its accomplishments could never have done them.

The psychologist declares that the idea arises only when habits and regular ways of doing things are felt to be unsatisfactory. It stands for a break in custom. The thing that marks a civilized people is its freedom from fixed ways, its rapid growth, its eagerness for improvement, its active interest in ideas. The intellectual life can not be lived in stand-still conditions. Its function is to provide for growth, and unless there be growth it can not be.

The testimony of history and of the separate sciences has been wonderfully enforced by the doctrine of evolution with its lesson that growth is the normal order of the world.

If we measure school practice by these standards, discouragement is bound to be our portion. New ideas are positively distasteful to the rank and file of educators. The line that separates the "theorist" from the "practical" teacher is so sharply drawn and their relations are so unamicable that progress in education is well nigh impossible. The teacher recoils by second nature from any suggestion of change. He is not given to looking upon the world with the eyes of an evolutionist. He thinks, or at least he tries to think, that schools can not well be different from what they now are. Knowing next to nothing of the history of education and its remarkable story of repeated ad-

justments which at times necessitated wholly new courses of study, he is in the habit of regarding his work in a banefully false light. What a change would result in school work if teachers should consciously set themselves to improve it rather than to administer it according to established routine. What a different thing the character of the boys and girls of this generation would become if we should begin to inquire how to teach them and to scientifically determine what things should be taught them. What we want to emphasize is the need for a new attitude toward our work, that we must come to expect growth in it and to work for change and improvement and must not fall into the sin of believing that the form it now has is final. There is as much demand for invention in education as in any other department of life. The employees in a well-managed business are expected to give a part of their attention to the improvement of the business—to make inventions and to suggest changes in their own departments. The teacher should face his work in the same fashion. "Eyes front" must be the order, not "eyes to the back or the ground."

* * *

The Value of "Experience"

As the summer solstice approaches the teachers of the State begin to recount their claims for reëngagement by the boards which they now serve, or for advancement to better positions. As they invoice their educational equipment they will most likely linger endearingly upon the item of experience, with the thought that now, thank God, that feature almost indispensable to pedagogical place-getting is part of their stock in trade. On the other hand, the young candidate who has not yet been tried out in the schoolroom must remain all-a-tremble lest his claims to consideration be found entirely insufficient. Though experience of the right sort is not overrated among us, we must remember that there are more kinds of experience than men are apt to think of, and that some of them are not good, but detrimental. For instance, there is a kind of experience of which Millde speaks in his Logic—the kind that prompts old wives to insist that "this medicine will cure your child because it cured mine." Indeed, it may be said that the chief mission of science has been to strip this sort of experience of its effectiveness and to show that it is of no worth whatever. "The mere empiric" begins to be treated with the scorn that his assumption of knowledge deserves. No matter in what walk of life he is found, he must be numbered among the incapable rather than the deserving. The people cry for experienced workers and yet they have only a very restricted sort of experience in mind—the kind that makes one a wise physician, a capable lawyer or a resourceful and trustworthy teacher, the kind that forces one to think out his business and makes him masterful in it. We ridicule the claims of the patent-medicine

vender who offers the same form of cure to all comers without examination or diagnosis. And on the same ground we must condemn the schoolmaster who has simply learned the routine of school-keeping. Unless he is juicy-minded toward his work, unless he not only can but does think out his experience in the schoolroom, unless he keeps attacking his labor with fresh vigor from day to day, his experience is hardening him beyond the limits of usefulness, is indeed making of him a fossil and unfitting him to guide young minds. "The good man who only repeats his goodness of the day before is not a good man but a bad man." And equally true is the paraphrase that a good teacher who only repeats his goodness of the day before is a bad teacher. It is not experience, but what one does with experience, that determines fitness. Days passed in the schoolroom may be of no more value as a qualification than days passed in the prison. The great question is, is the teacher daily a better teacher, is she growing as the days go by?—for if she is not, she is becoming a poorer teacher. There is no middle ground. Experience which refers only to the length of service, experience measured only by loose and vague standards of success, is no recommendation. The test is, does she think actively and successfully upon educational problems? If she does not, the merest novice who does think upon these things is infinitely to be preferred to her, and until this indispensable qualification is the determining factor in the selection of a teacher our children are destined to mark time rather than to march in the process of getting an education.

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The Batavia System

In the last number of THE JOURNAL we reprinted a brief description of "The Batavia System," by Superintendent John Kennedy, who devised it. It seems to us that this is a matter worth more than passing attention, that of the many suggestions which have been made for the improvement of the graded schools, this is, perhaps, the one which promises the best results and can immediately be put into operation, almost or quite without additional expense.

This system proceeds from the thought that some pupils need more assistance than others, to the conclusion that they must have it and can have it only by individual attention. This individual attention is supplied in two ways. First, by placing two teachers in charge of a large grade and having one of them give individual instruction all the time; second, by requiring the single teacher of a single grade to give individual instruction half the time. By either method the two forms of instruction are given in exactly equal quantities.

The cry that more individual instruction is needed has been reëchoed through the land persistently during the last ten years.

This plan offers a very satisfactory means of providing it. Any superintendent or teacher who is in the habit of passing from desk to desk during school hours must have realized with what different degrees of success pupils are able to study the lessons assigned them. Many of them have worried themselves out of heart with the lesson before they come to the recitation. The class teacher has too little time to explain the whole lesson to them and each day finds them farther behind in their studies. All this is obviated by this system. The class is kept together. Each pupil is taught and helped just at the time that he needs it and just in the measure that he requires. The class moves along rapidly. Where two teachers are employed, larger classes may be formed and the expense is even less than it would be if separate rooms were used with a single teacher in a room. Much better teaching is possible than can be had under the class system alone. It will not do to say that our teachers are in the habit of going up and down in their rooms. They may already do a certain amount of individual work when not otherwise engaged. But they do not do enough of it. It is incidental with them. The Batavia plan makes it essential and provides sufficient time for it. We should like nothing better than to give it a trial.

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A Normal Faculties Institute

It seems almost certain that we shall have an institute or conference of all the men and women who are teaching teachers throughout the State. There are a lot of them and as yet they do not know each other very well. They do their work pretty successfully, but mutual borrowing and lending of plans and methods will help in it. Education is a business that can well afford to be talked about and thought about. We have not yet come to the place where we can shout, Eureka! Getting together to work over some aspects of its many problems will not fail to benefit all who sit in the conference. Beside, something is due the public. What goes on inside a normal school is almost as little known as what goes on inside an insane hospital. The isolation of the school is insignificant beside the isolation of the normal school and the university

The teachers of the State may well complain that they have not been helped as they should be by those who work under better conditions in these institutions. Even their graduates are apt to lose touch with them. There are some things which each study should accomplish and some things which it can not accomplish. There are some ways of presenting it which are right and some ways are wrong. Such a conference should do something toward setting forth these things.

The Problems of the Upper Grades of the Elementary Schools

There is a widespread belief among educators that there has been thus far very little application of pedagogical principles to the teaching of the upper grammar grades. This is equally true of the high school, but there are some grounds for thinking that the results in the the upper grades are more disastrous than in the high school. It is certainly true that as one studies the schools of to-day he finds more apathy, a greater lack of interest, and less real progress in these grades than elsewhere. Some experienced teachers are of the opinion that it is practically impossible, in the majority of instances, to procure anything like a vital interest in school work on the part of boys and girls of from eleven to fourteen years of age.

On the surface we find two reasons which aid in explaining this lack of interest. One is that so many of the subjects are now presented in the lower grades in an elementary form. The bloom has been rubbed off the subject before the upper grade pupil gets it. Geography, history, arithmetic, nature study, language, drawing, and other subjects have been presented in the early grades. The teacher's knowledge of the subject, and its organization in the text-book, is such that the earlier presentation is not unlike the more advanced, except in the matter of some details, and a certain simplification of method. The consequence is that the bright pupil takes up his subject again "knowing it already"; while the dull one simply finds his old enemies in new apparel.

Now if the "spiral method" of presenting subjects is sound, and it seems to the writer that it is, there can be no doubt that when any subject is taken up for the second time the point of departure, the angle of vision, and the method of presentation should all be new as befits the more advanced mind with which we have to deal. Yet this fact is not taken into consideration in practice. In any two—or three—book-series of texts, does not the smaller essentially resemble the larger, except in difficulty of terms and omission of some details? I am not sure but the recent adoption of text-books from two different series in geography by our State Board may have a beneficial effect in compelling teachers to take the subject up the second time from a wholly different point of view.

In the second place, much lack of interest in the upper grades may be explained by the very great prevalence of the purely logical, as opposed to the psychological, method of presentation. When an injudicious traveler is obliged to take dinner in ten minutes at a railway station he proceeds to consume as much highly condensed food as possible in a very brief time, hoping that the stomach will somehow deal with it later. So, on the principle that the boy's last opportunity for education will have gone at the end of the grammar school period, we proceed to fill

him up rapidly with intellectual nourishment in the hope that he can later assimilate it. We present practically the whole range of American history, geography, civil government, grammar, and arithmetic, in highly condensed generalizations, with little opportunity for growth or assimilation. But such is the development of the pupil that our material evokes no desire, no interest. He allows himself to be crammed because frequently he can not get away. But he gives no vital response to our teaching; he waits patiently or impatiently for the time when he may be "through" with it all.

For this state of affairs, of course, the remedy must be found in such a recasting of our educational theories as will reach back to makers of text-books and schematizers of courses of study. The teacher with time, energy, and genuine professional interest at her disposal will rise superior to the limitations of her environment long before the authorities get to work; but the average teacher, she who marches and takes orders, will continue to produce poor work until those who study the science and art of education will have reached down to text-makers and course-of-study makers.

We have previously expressed the belief here that the greatest progress in this field will come through that form of school administration which will allow and encourage teachers to specialize in chosen fields—departmental work; and which will permit pupils to have the curriculum adjusted to individual needs somewhat through optional studies. In the meantime, however, every interested teacher can do this: she can study the work of other teachers and if she find that they frequently succeed where she fails, then she can look to find the cause of her failure in herself; but if they have the same difficulties that she has, if they are all conscious of poor results which can not be explained, then let her join her fellows in making insistent demands upon those who pose as authorities in education for some solutions. Let all teachers who believe they are working with poor tools, and under bad direction, rise in protest. That protest will eventually be heard, and let it not discontinue until it has achieved results from the students of education which are practicable and valuable.

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The Summer Session of the University of California

With a faculty comprising specialists from the leading universities of America, and from London, Cambridge, Amsterdam and Stockholm as well, and with a list of courses of great variety and richness, the University of California will open its doors from June 27 to August 6 for its annual six-weeks' summer session.

The summer session is planned primarily for persons of maturity who wish the stimulus of living for a time in a university atmosphere and of instruction from lead-

ers in scholarship competent to bring their students into touch with the latest developments of knowledge and method in their special fields.

For science there will be a rare assemblage of men who are opening new fields of knowledge. For chemistry there will come from London Sir William Ramsay of University College, the chemist whose recent experiments with radium have resulted in what he regards as actual transmutation; for physiology there will be Professor Jacques Loeb of the University of California, who has contributed much to the world's knowledge of the vital processes; for botany there will come from Holland Professor Hugo de Vries of the University of Amsterdam, whose experiments have done much to shape current theory as to the origin of species; and Svante August Arrhenius, Professor of Physics in the University of Stockholm, will come from Sweden to lecture on physical chemistry, a science whose bases were laid by his discoveries, on the modern developments of the serum treatment of disease, and on the theory of immunity. The scientific instruction by these and a number of other men will include astronomy, physics, chemistry, botany, zoölogy, physiology, mineralogy, physical geography, civil engineering, mechanical drawing, agriculture and entomology.

The provision for historical instruction is likewise striking. Professor Bernard Moses, recently returned from three years' service as a member of the United States Philippine Commission, will lecture on "Political Dependencies" and on "Government." The Eastern question—the Balkans, Russia in Asia, and China, Korea and Japan—will be discussed by Professor Archibald Cary Coolidge of Harvard, historian and diplomatist; Professor H. Morse Stephens will treat of English history, and American history will be taught by Professor Frederick J. Turner of the University of Wisconsin, the first authority in his field.

For classics there will be Professor Morris H. Morgan of Harvard and Professor W. A. Merrill of the University of California; for English, Hammond Lamont, managing editor of the New York *Evening Post,* and Professor Francis B. Gummere of Haverford, an authority on the old English ballads and on early English literature; for modern languages there will be Charles H. Grandgent, Professor of Romance Languages at Harvard; Fonger de Haan, Professor of Spanish at Bryn Mawr, and Professor Albin Putzker and Messrs. M. J. Spinello, C. W. Wells and L. J. Demeter of the University of California. The distinguished philosopher James Ward, a fellow of Trinity, and Professor of Mental Philosophy at Cambridge, will come from England to lecture on psychology.

To acquaint teachers with the best modern methods of instruction in their special fields will be the object of many courses in individual departments. Instruction in the theory of education as

such will be offered by Professor Frank M. McMurry of Teachers' College of Columbia University. Dr. Reginald A. Daly, geologist for Canada to the International Boundary Commission, will offer work in physical geography planned to be of particular value to teachers of the subject.

For music there will be Albert A. Stanley, Professor of Music in the University of Michigan, who will lecture on the history of music and on its relation to life, illustrating his instruction by selections from works of the most important epochs.

Thus, aside from the scientific courses an equally rich range of instruction is offered in history, education, philosophy, political science, music, Greek, Latin, English, German, French, Spanish, Italian, Celtic and mathematics.

The unusual opportunities afforded by the cosmopolitan character of the faculty and the high character of the instruction offered has been greatly appreciated in past years, as was evidenced by last year's enrollment of 868, a number of students which has been equaled only at summer terms at Chicago and at Harvard.

The summer climate of Berkeley makes it an ideal place to spend a vacation. The university is picturesquely situated on the lower slope of the Berkeley hills, three miles back from San Francisco Bay and only thirty-five minutes distant from San Francisco, with a ten-cent fare. Five trains an hour make all the opportunities of a great city readily available. Ample accommodations are to be found in Berkeley at an expense of from $25 to $35 a month. Special round-trip rates of a fare and a third are offered by the Southern Pacific and the Santa Fe to attendants upon the summer session.

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The spirit of scientific investigation along educational lines has mellowed the opinions of the real student until the opinionated and dogmatic scholar in an educated gathering is a relish. There are subjects for investigation; there are facts in relation to each other; there is new phosphorescent material to light up old truth. But subjects cut and dried, hard facts, and axiomatic truths, seem to have no place in any modern discussion unless it be on arithmetic, and even in arithmetic the hazy philosophy of numbers has supplanted the simple rule of three. The scholar does not stand for a theory, but for a discussion of a theory, or rather for the experimentation of it. The work of the professional schoolmaster should be clearly defined. And isolated germs of pedagogical enthusiasm should be kept in the laboratory until they are thoroughly correlated.

The Supply of Teachers in California and Their Professional Training*

Your committee appointed at the last annual meeting of the Joint Board of Normal School Trustees to inquire into the supply of teachers in California in relation to the demand for them, and to discuss the significance of professional training, begs leave to submit the following report.

The committee has gathered data from replies to circular letters to county and city superintendents, from the normal schools and universities, and from the reports of the Superintendent of Public Instruction.

UNEMPLOYED TEACHERS.

In October of last year, a circular letter was sent to all county and city superintendents asking for the number of unemployed teachers in their respective jurisdictions. Such an estimate is practically accurate, for, with the exception of a few of the larger cities, each superintendent personally knows all of the teachers in his county. From thirty-two of the fifty-seven counties of the State the reply came that there were no teachers available for teaching out of employment and a considerable number had been obliged to secure teachers from other counties. From seventeen counties the number of unemployed was three or less than three. The committee was unable to obtain replies from the superintendents of Butte and Tuolumne counties and no estimate could be made for San Francisco. In the remaining, the number of unemployed were as follows: Alameda, 30; Los Angeles, 12; Nevada, 6; Siskiyou, 6; Kings, 6; City of San Jose, 26. All of the normal schools reported that their entire available lists of graduates were exhausted, with many more applications for teachers than could be supplied. The teachers agencies' lists also were completely exhausted and advertisements were published in the papers calling for teachers. The total number of unemployed teachers, as thus reported, is thus 116. In San Francisco there were a few persons holding certificates who were willing to teach in San Francisco, or the very near vicinity, but the number who were available for any position in the State at large is without doubt less than a dozen. But allowing a margin upon the number of available teachers not reported, we may safely say that the number of available teachers unemployed in this State is between 100 and 150.

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*A report submitted by a committee to the Joint Board of Normal School Trustees.

It would appear, therefore, that we are facing a shortage in the supply of teachers. The cause lies doubtless in the prevailing prosperity which has drawn off into the mercantile field a number of teachers. It is a condition, however, which exists in other States of the Union, as well as in England. This shortage will probably not be felt in the cities and larger towns, for a large proportion of the rural teachers are constantly seeking to secure the more desirable positions and localities. Quite a large number of schools are paying only $50.00 and $55.00 per month, often in inaccessible regions, and doubtless, in another year, many of these will be unable to secure teachers of any kind. The demand of the past year had made selection by trustees in many cases impossible, and they have been obliged to accept anyone they could get. The result is that a number of teachers, regarded incompetent, have secured positions to the detriment of the efficiency of the schools.

THE ANNUAL SUPPLY OF TEACHERS.

The committee has been unable to obtain definite data of the number of teachers yearly used by the schools of the State, but it is probable that this demand is something over 1,000 teachers per year. The estimate is obtained by comparison of the supply of new teachers for the past ten years. New teachers are normal graduates, university graduates, successful candidates by examination before county boards, and new residents of the State holding credentials recognized by this State. The output of the normal schools for the years between 1891 and 1903, inclusive, was as follows: 1891, 192; 1892, 211; 1893, 259; 1894, 230; 1895, 292; 1896, 275; 1897, 197; 1898, 186; 1899, 262; 1900, 391; 1901, 330; 1902, 406; 1903, 511; 1904 (approximately), 328. The data of university graduates entering the elementary schools is not accurately obtainable but is probably in the vicinity of 50 or 60. The number of new teachers upon credentials of other States is also not obtainable, but judging by recent data, this figure may be put at 100 to 200. The number who obtained certificates by county board examination, inclusive of high school certificates, was by years as follows: 1899, 1,050; 1900, 786; 1901, 772; 1902, 307; 1903, 319. Few of those who obtained their high school certificates by examination actually have taught in high schools, and this number may, therefore, be disregarded. These figures would indicate that the total number of teachers licensed each year during the nineties was in the vicinity of 1,300 to 1,500, but we know that this number created a surplus. On the other hand, the number of school positions ten years ago was 1,456 less than at present. The data show, however, with tolerable accuracy, that for each of the recent years, 1901 and 1902, there were between 1,000 and 1,100 new teachers supplied to the State, and we know that practically

all of these have been used, together with a large number of the previous surplus which can not be estimated. Therefore, 1,000 new teachers seem to be a safe and conservative estimate of the minimum number of new teachers who are annually required by the schools of the State, but it is probably 100 or 200 more in actuality. In 1903 the normal schools graduated 511, the University of California actually supplied 45, Stanford probably 30, other States probably 200, and the county boards certificated 328. For the present year the normal school output will fall to 330 and other figures will remain about the same. Under present conditions the normal schools, as an estimate, will graduate between 400 and 500, the universities will supply about 100, the county boards about 250 to 300, and other States probably 200, making in all, let us say, at most 1,100, of whom 100 to 200 for various reasons of their own will probably not be available. Consequently, from the standpoint of the demand, we must expect, under present conditions, there will be some shortage in the supply of teachers.

THE NUMBER OF ANNUAL VACANCIES.

The number of vacancies existing each year is an altogether different matter. Data obtained from the county superintendents, complete for the State, exclusive of Butte and Tuolumne Counties, show that at the opening of the fall term of the present fiscal year 2,285 out of the 7,427 positions represented had experienced a change in teachers. This means that nearly one-third of the schools of the State change teachers annually, and as many rural districts change again from the fall to the spring term, the schools are manifestly in a state of flux. These changes are most common in the counties made up largely of small schools paying small salaries. The personnel of the city schools is far more stable. Humboldt County, for example, with 128 positions, changed 90 of its teachers from June to September, and Kern, with a teaching force of 88, changed 61. On the other hand, there were only 78 changes in 551 positions in Alameda County, and 288 changes out of 1085 positions in Los Angeles County. This condition, while highly injurious as a general principle, has its advantages in the fact that it readily permits the introduction of new teachers. If the institutions training teachers can quickly improve the quality of their products, the school system can immediately feel the effect, for new teachers have ready opportunities of securing positions under the condition that one-third of the positions in the State annually change.

IMPROVEMENT IN THE SCHOLARSHIP OF TEACHERS.

While we are facing a shortage in the supply of teachers, nevertheless the school system has a most congratulatory feature

in the very marked and rapid improvement in the scholarship and professional qualifications of its teachers.

The improvement in scholarship has been caused by the rapid growth and development of the high school system, the educational tone of the community by the large output of university graduates, the change in normal schools from three to four years' courses, the increase in the number of normal students who enter upon high school graduation, and, more specifically, by the operation of the new law of 1901 abolishing the issuance of primary certificates. In 1893, 1,242 teachers of the State, or nearly one-fifth of the whole number, were teaching upon primary certificates. In 1903 the number of primary certificates had fallen to 453, or only about 6 per cent. of the whole number of teachers. In four or five years they will have disappeared completely. Throughout the nineties over 1,000 teachers annually secured their certificates by county board examination, as against less than 300 from normal schools and universities combined. Not only were the former totally deficient in all professional training, but as a rule their average scholarship was considerably below high school graduation. The large proportion of them were graduates of the grammar school with a course in cramming for examinations. In 1901 the primary certificate was abolished and the total number of teachers' certificates issued by county boards has sunk from 1,000 to 319, all of which are of grammar school rank and with few exceptions represent a general scholarship equivalent to high school graduation. Prior to 1899, there were practically no university graduates teaching in the elementary schools. In 1904, an accurate canvass shows there are 224 State University graduates teaching in the elementary schools. Only an estimate can be obtained from Stanford, which approximates 100. The number of California normal school graduates teaching in 1903 was 2,291, and this number probably remains unchanged for the present year. The number of graduates of normal schools of other States is about 300. The number of normal school graduates teaching in 1893 was 1,669. While the number of normal school graduates has in ten years increased nearly 900, the ratio of normal graduates to the whole number of teachers has not appreciably changed, owing to the rapid growth of the whole number of teachers required for the State schools. But during the ten years, the standard of scholarship represented by the normal graduate has risen most markedly. In 1893 there were practically no high school graduates entering the normal schools, while at present between one-third and one-fourth of the graduates are also high school graduates. Since 1893, also, the regular normal school course has advanced from a three-years' course to four years, thereby greatly raising the standard of scholarship. In summation of the item of general scholarship, we may say that the teach-

er's certificate in ten years as a representative of scholarship has risen from average point far below high school graduation to a point at which very few are below high school graduation and a large percentage are distinctly above it.

PROFESSIONAL PREPARATION.

Figures, however, will not show adequately the changes in the tendencies and goals in the professional elements of preparing teachers. We must go with some detail into the kind of training which is given. Candid realization will force the admission that we are still in a primitive state in the practical work of fitting teachers for practical service in the public schools. The improvements in the professional qualifications, aside from advance in scholarship, during the past ten years, is more manifest in ripening tendencies than in actual fruits. The problem of improving scholarship has monopolized the attention almost exclusively up to the present time and is not yet fully disposed of. But in view of external conditions, of the pressing demand for teachers, we may perhaps realize that no higher standard of scholarship than that represented by high school graduation is practically feasible for the present decade, although we should be preparing for a further advance in the future. Yet, with the practical settlement, for the present, of scholarship difficulties, the normal schools have been freer in the past four or five years to give some earnest attention to shaping courses effectual in making students capable of doing effective service in the art of teaching. There has existed up to this time in the normal schools and university pedagogical department a foggy confusion of the relative functions of theory and experience, and it has by no means been finally resolved at the present. In the nineties, it was implicitly accepted without question that academic courses in the general theory of education and in the doctrines of general psychology enabled a teacher in some way to enter the schoolroom and do effective practical teaching. In short, it was believed that academic courses in theory were alternative with experience and led to the same goal. One was the substitute for the other, and if anything, a course in theory better fitted a teacher actually to teach than experience. Gradually the results in the schools of the experiment of substituting academic courses in theory for experience have shown their futility. These theoretic courses may give a pedagogic culture, something at least akin to a scientific interest in education as a profession, which of course is valuable for these purposes, but these courses are in no sense in the place of experience in fitting teachers to take charge of a schoolroom and do efficient work in the art of teaching.

A second conviction dawning upon many of us, is that our past and present theories of education, borrowed chiefly from

mediæval philosophy and pedagogy, are filled with over-statements, false statements, and notions which entirely miss the essential points required by experience. It is certainly a legitimate position now to hold that much in our present courses in theory and psychology, as given in universities and normal schools, do experience more harm than good by building up altogether fantastic and bizarre notions regarding school work, its methods, conditions and goals, and that at least for teachers without experience, they are positively dangerous. It is a personal conviction that these theoretic courses should only be given after considerable experience, and until this experience has finally established certain foundations and bulwarks as a balance for the extremes of our present theory. Education, candid students are now ready to admit, is an empirical science at best. There is not enough sound theory extant to frame any principles *a priori* to experience. The new theory of education will be a deduction from experience, and, in this sense, will constitute a culture to be given after experience. From this standpoint, it does not mean we will abandon theoretical training, but that it will be given after experience is received in the training school, and will be largely empirical in character. As such it will be highly essential and necessary as a culture factor in the training of teachers.

A third conviction which is appearing in some quarters, is that we can not do much substantial work in theory upon a basis of general knowledge such as represented by present normal school students. From this limited range of world-knowledge the student has not the breadth of knowledge of world-life, efficiently to comprehend the theory and it becomes merely a set of dedactic phrases of little real meaning. We are still in a very primitive stage and are laboring with frontier phases of the problem. We have almost gotten rid of the difficulties due to crude scholarship. We must wait for a broader curriculum in the high schools, giving them closer touch with the humanities, or seek affiliation with the universities where courses in general knowledge and culture can be given adequately and under proper conditions. The California normal schools show growth along the lines indicated. The spirit of them, it may be said, has been growing rapidly to throw the emphasis upon actual experience in the training schools rather than upon the purely theoretical courses. Three schools have reduced these courses to a minimum in order to find more time for teaching experience, and the other two may be said to be preparing to make the change. One school has already put its theoretical instruction at the end of the course, after the students have had a year and one-half experience in teaching.

THE MARKED LINES OF NORMAL SCHOOL DEVELOPMENT.

The most marked growth in the professional training in the normal schools during the past eight or ten years has been the steady increase in the time allowance and improved facilities of

the training, or experience school. In the 'nineties a meager course of ten weeks of one lesson a day, amounting to less than fifty lessons, was all that was given in experience, and this under inadequate supervision. At present the least time in any school is a minimum of one lesson per day for one year, and as a maximum one school requires all of its students to teach one-third of each day for two years. The facilities for making the experience in the training school of the same character as in the public schools have in all schools most radically improved, and the supervision has as a rule been placed in the hands of a far more highly qualified corps of instructors.

A second marked line of growth in the normal experience departments has been in the matter of giving students specific experience in each subject taught in the public schools and also in the phases special to certain grades in the school. Less than ten years ago, students were graduated whose teaching experience was only in one grade and in only one subject. The change has been rapid and radical. All schools now require experience of ten weeks each in at least primary, intermediate and grammar grades and in at least four different subjects, and the maximum has been reached in one school of giving ten weeks' experience in teaching every subject of and in the subjects of arithmetic, geography, language, music, presenting different phases of teaching in primary and grammar grades, specific experience is required in each. The practical importance of this phase of training can not be over-estimated, for to expect experience in teaching arithmetic in the third grade to suffice for teaching reading to beginners or history to an eighth grade is manifestly an absurdity. The normal school graduate of the future must be one who can step into public schools from the normal school and be master of any situation or kind of teaching there presented. With the teaching of every subject in the training school, the student teachers meet daily in conference with the normal instructors who supervise their teaching for instruction and discussion of the whys and wherefores of the methods employed to the end that the habits of teaching, which are being acquired, are intelligently employed with a clear comprehension of causes, purposes and goals. This development of the experience department of normal schools, not only in this State but in others, is becoming more rapidly pushed. The difficulty has been, and is, to find adequate time under existing time-limitations. The growth in this direction thus far accomplished has been possible largely by reason of the fact that the standard of general scholarship with which students enter the normal school is higher, broader and better. There also has been, at least in certain schools, a policy of revaluating the factors of training, to withdraw energy and time from certain courses not so essentially important, and to throw the time thus gained into experience. Among these courses which are being more or less severely pruned are the theoretical courses, the courses in meth-

ods given prior to teaching, the extensive academic reviews in the subject matter.

PREPARATION OF TEACHERS IN THE UNIVERSITIES

In the universities the training of teachers shows tendencies of development quite different from those of the normal schools. Both universities have had pedagogical departments for about ten years, but they are only minor wheels of large institutions, and have at least been forced by circumstances to develop in lines not expensive. The courses which have grown in the strength have been the theoretic pedagogy, psychology, history of education, and the broad purposes and goals of education. These courses are certainly valuable in contributing to general educational intelligence and perspective. But the pedagogical departments have laid themselves open to criticism in that they have not frankly made clear that these courses are not alternative with experience in fitting teachers to do those things which experience gives. Under the provisions of law, the universities are empowered to issue credentials for high school certificates, valid also in the elementary schools, but they practically give no training, in any adequate sense, which prepares the student to teach. At Stanford no experience courses whatever are recognized, and at the State University, experience training is in such a primitive stage that it is wrong to give it this name. The pedagogical students are permitted to elect practical teaching, or theoretic courses, thus directly affirming the fallacy that theoretic philosophy *about* goals of education is identical as a substitute for trained ability to do a concrete thing. Two-thirds or more, as a matter of fact, elect the theoretic philosophy. The practical teaching which about one-third, or less, elect, consists of teaching one hour a day four days per week for sixteen or seventeen weeks, amounting in all to less than seventy lessons. As a rule, these students teach in this time only one grade and only one subject, again affirming a patent fallacy that teaching one subject such as primary arithmetic is a qualification for teaching grammar grade history. One supervising instructor attempts to supervise the work of all the student-teachers, Very manifestly the universities and the normal schools are developing upon radically different lines. Perhaps, however, the two opposed tendencies are representative of the legitimate duties of the two kinds of institutions in preparing teachers. The legitimate domain of the universities, and that which they can do well, is to build up general scholarship and to give to such students this theory and general philosophy of education, its larger purposes and goals, as such may be studied from a larger horizon of world-knowledge. The normal schools legitimately can best become institutions highly adapted for giving intelligent experience in teaching specific subjects and in class management. Those who graduate only from normal schools should become grade teachers. The univer-

sities should prepare principals, superintendents, administrative and supervisory offices. In so far as such officers should also be skilled experts in practice, they also should have experience in the normal experience-schools. A system of affiliation whereby the normal school shall supply the training experience in teaching and the universities the advanced scholarship and general theory of education is something greatly to be desired by the public schools.

THE SCARCITY OF MEN AS TEACHERS.

The criticism is often made of our school system that there are not enough men in it. No one disputes this need; but the further criticism is also often made that the normal schools are to be held responsible for this scarcity, and this view is not borne out. In 1899 the number of males teaching in the elementary schools of the State was 1,137, or about 15 per cent. of the entire teaching force. This number has since that time decreased nearly 100 each year until in 1904, reports would indicate that the number is now 788. The cause of the decrease is doubtless largely to be ascribed to commercial prosperity opening up opportunities for bettered conditions. Your committee has secured from county superintendents the annual salaries of 708 of the 788 male teachers and principals in the State. Hardly without exception the men are receiving the largest salaries in any given community, and generally more than women performing the same grade of official duties. The salaries of these 708 teachers and principals in the elementary schools of the State may be graded as follows:

$300	to	$400	2
400	to	500	54
500	to	600	119
600	to	700	138
700	to	800	83
800	to	900	77
900	to	1,000	69
1,000	to	1,100	61
1,100	to	1,200	19
1,200	to	1,300	18
1,300	to	1,400	14
1,400	to	1,500	6
1,500	to	1,600	23
1,600	to	1,700	4
1,700	to	1,800	3
1,800	to	1,900	5
2,160			13
			708

The figures show that 603, of 77 per cent., are receiving $1,000 or less per year, and 363, or 48 per cent., are receiving less than $700 per year. Only 48 are receiving $1,500 or more per year, and these are all principals in large cities, 33 being in San Francisco, Oakland and Los Angeles.

Too much emphasis can not be placed upon the need for educated, intelligent, efficient men as superintendents, supervisors and principals, but they must, in order to be of service, also be trained in the technique of teaching. The normal schools can not legitimately supply this need at present, even if there were more inducements in the public schools to attract men, because the standard of scholarship of such men to be of service must be at least university graduation. The normal school graduate can receive only an elementary certificate. Nor at present are the universities legitimately capable of performing this service to the public schools, for they do not give training in the technique of teaching. The solution is clear that for the preparation of scholarly and technically trained men to act as administrative and supervisory heads of our school system, there must be affiliation between the universities and normal schools to the extent that each may furnish those elements in the training of teachers which the other is unable to furnish.

The most feasible and practicable means at present for increasing the salaries of men, and, therefore, their number, lies in the plan, adopted at the last legislature for the consolidation of school districts. A large proportion of the rural districts now have an average attendance of less than fifteen pupils, and many have less than ten. It is difficult to understand how the State can well afford to lift the salaries to a living level for men in such schools. By consolidation of these districts and the transportation of the pupils to a central school, there will be created a principalship for a man which can justly pay $1,800 or $2,000 per year, and the salaries of the women grade teachers may also be increased, and yet, as shown by experience in Eastern States, the cost of education in the given area will not be appreciably larger. This system moreover offers, on the side of improving the quality of the teaching supervision and the housing, advantages of immense importance. The difficulty at present is to overcome public inertia in the matter. The shortage in the supply of teachers will perhaps do much to awaken the small communities to action, although the first schools to be affected will be those in the inaccessible mountain districts where the consolidation plan is not operative.

SUMMARY.

As a summary, this report has shown:

(1) That the schools of the State are facing a shortage of teachers.

(2) That the scholarship of the teaching force of the State has taken a distinctly higher standard during the past ten years.

(3) That the policy in the training of teachers in the normal schools has rapidly developed the system of practical experience of teaching and the normal schools are coming to recognize that in carrying out their educational function. This is their most important and essential duty, leaving the theory of education as a system of philosophical culture for advanced students of the universities.

(4) That the reason the supply of male teachers is so small and is constantly diminishing lies in the fact that the salaries are below what an intelligent man can command in other fields and far below what an intelligent man can live upon.

FREDERIC BURK, Chairman of Committee.

NOTE.—Professor Elmer Brown of the State University, who has kindly read this report objects to the statement that the University Pedagogical Department has ever believed that academic courses in theory are alternative with experience. He writes: "I have said this (i. e., that theory is not alternative with experience) so often and so explicitly, long before the present discussion arose that my position on that matter should be clear; and I think I have given a fair degree of emphasis to it by securing a larger degree of attention to the element of practice in teacher training in this University than is found in any other university in this country not having a separate Teachers' College, and as large a degree of attention as it has been practicable to give to it up to the present time." I have replied to Professor Brown, however, that the best evidence of what that belief is, is the practice, and by the University Register it is shown that students may take either the practice or theoretic courses as alternative courses to receive the recommendation for a teacher's certificate. Regarding his statement that the practice course in the University, the practicable inadequacy of which has been shown in the body of the report, is nevertheless the most extensive in any university outside of Teachers' Colleges in the United States—this bears out what the report has tried to make clear, to wit: that the tendencies of the normal schools and the universities are on radically different lines, both legitimate but needing the other as a complement.—F.B.

* * *

The Course of Study for Elementary Schools

Report of Committee of the California Council of Education

To the California Council of Education—Gentlemen:

The work of your committee on the course of study for elementary schools has been unavoidably interrupted for three years. Our fifth report, presented in 1899, made certain definite proposals with reference to the general form of published courses of study, and the time allotment to definite subjects in the first six years of the elementary school. These recommendations were submitted to an advisory commission composed of representative teachers from various parts of the State, and the report of this commission was presented in 1900, and constituted the body of our report for that year. The commission having approved our recommendations in the main, we beg leave to bring them once more before the council, with only such minor changes as seem desirable in view of the recommendations of the commission. They read as follows:

1. We would recommend that in the future the course of study as prescribed by county and city boards of education be presented in three sections, as follows:

A. A tabular scheme of time allotment to the several studies in the several grades.

B. The briefest possible indication of the ground to be covered in each of the studies in each grade.

C. Suggestions as to methods, materials, etc.

2. We would recommend that when the outline course of study proposed in this report shall have been adopted, whether with or without amendment, by the Council of Education, it be submitted to the local boards of education authorized by law to prescribe courses of study in this State, for their approval; and that when approved by three-fifths of these boards (provided these three-fifths represent three-fifths of the school enrollment of the State) it be transmitted to the State Board of Education with the request that they issue it as a uniform outline course for the State. But such outline course should not cover more than four-fifths of the hours per week devoted to school work in each of the grades. The allotment of the remaining one-fifth of the time should be left to the boards which ordinarily prescribe courses of study; but with the recommendation that they in turn leave a portion or all of it to the free disposal of the individual teachers.

Such an arrangement as is proposed in these two recommendations will, we believe, tend toward so much of uniformity in the courses prescribed in different parts of the State as may be needed to facilitate the transfer of pupils from one school to another without loss of time; will make it possible for teachers to discover readily the definite requirements under which they are to work; and will at the same time offer to the teachers a degree of freedom which they do not enjoy where all of the school time is covered by prescriptions and where guidance as to methods and materials is brought under the definite prescription of the board of education, instead of being treated as a mere assistance by way of suggestion.

3. For the present, a scheme of time allotment is proposed for only the first six grades of the school course. Your committee prefers to make no recommendation with reference to the remaining grades of the grammar school, until there shall be time for more mature consideration of current movements affecting those grades, and particularly the movement in the direction of more extended technical and industrial training.

4. The general outline of the course of study should, in our judgment, be the same for all parts of the State. But it should be added that a large measure of uniformity has already been reached. Such uniformity in the broad outline as your committee proposes, would accordingly, as we believe, call for very little immediate change in existing courses, and that only in cases of the most extreme deviation from commonly recognized standards.

The general outline of the course should, moreover, be the same for country schools as for those of the cities. No discrimination should be made against the country schools in this particular. The course should, however, be marked out by grades rather than by years; and county boards should make due allow-

ance for the shorter school year often found in country schools, not requiring such schools to complete the course in the same number of years as districts in which the school year is longer.

City schools, on the other hand, should not be hindered from doing work which they can do to better advantage than is possible in most country districts, because of their provision for more adequate appliances and for special teachers. The flexible scheme of time allotment which your committee proposes will, we believe, be found to make sufficient provision for such differences. We would, however, call attention at this point to the need of a provision in the school law of the State for more frequent visitation of country schools by deputies under the direction of the county superintendents, and particularly by expert supervisors of some of the newer and more difficult subjects.

5. As a tentative scheme of time allotment for all of the elementary schools of the State, we propose the following:

	Grades					
Subjects.	1	2	3	4	5	6
English (including reading, language work, and the beginnings of history and literature)	8	8	9	9	9	9
History	..	..	..	..	..	1½
Geography	..	..	..	2	2½	2½
Natural Science (including in the earlier grades the beginnings of geography and numbers), agriculture, etc.	2½	2½	2½	1½	1½	1½
Mathematics	..	..	2½	2½	2½	2½
Other exercises (including music, drawing, manual training etc.)	2½	2½	4	4	4	4
Total	13	13	18	19	19½	21

The statement is made in hours per week. It will be found to cover in each grade (approximately) from two-thirds to three-fourths of the time available. The time indicated in each case is intended to include the study period for the subject named as well as the time for recitation. It is evident that in a school of several grades under one teacher, more of the time of each pupil must be devoted to study and less to recitation than may be the case in a school where each teacher has charge of one grade only. It is not to be supposed that the pupils in the first two grades are to learn nothing of numbers, history or geography. The beginnings in these subjects may be made in connection with the teaching of English and nature studies. But the recognition of these subjects as entitled to a distinct place in the school programme should not ordinarily be delayed to a later period than is indicated in the

table. What is designated as "natural science" is, of course, intended to include only such studies in nature as may be suited to the age of the pupils. "Other exercises" is intended to include music, drawing, manual training, etc.

The above recommendations, having been fairly well canvassed and seeming to offer a fairly good beginning in this matter, our first recommendation for the present year is that they be sent out to the superintendents of schools and county boards of education of the State, with the request that they examine them carefully and report their judgment concerning them to this committee; and that the specific inquiry be submitted to them whether they think it advisable to follow these recommendations in the framing of future courses of study for their schools.

Your committee has undertaken a second line of work which we hope may be found timely and helpful. The adoption of new texts in some of the elementary school studies by the State Text-Book Committee and the State Board of Education renders it desirable that some definite suggestion be offered to the teachers of the State with reference to ways in which the new books may advantageously be employed in school instruction. With this purpose in view, we have asked Miss Lucile Eaves of San Francisco to prepare some suggestions with reference to the teaching of United States history in the primary and grammar schools, and more particularly with reference to the use of the new State text-book in these subjects. Only a preliminary paper from Miss Eaves can be offered at this time, but it is our purpose to follow this with some more extended treatment of the subject, which she has kindly undertaken to prepare. We contemplate following a similar course with reference to the new text-books in other subjects, as they shall appear.

In accordance with common usage with reference to such reports, we do not ask the council to approve of our recommendations in detail. We do, however, respectfully ask that, if our procedure in general meets with your approval, you would provide for the publication of the recommendations presented above and the proposed papers relating to the use of the new text-books, for the transmission of these several documents to the school superintendents and county boards of education of the State.

Respectfully submitted,

John W. Linscott,
Philip M. Fisher,
Elmer E. Brown,
Committee.

The report of the committee was adopted by the California Council of Education, March 19, 1904.

Some Notes About Bulletin Work*

In speaking about bulletin work, I refer especially to posted lists of books attractively printed and illustrated by pictures. The term illustrated bulletin has been chosen for those intended for adults and picture bulletins for the ones for children's rooms. The distinction may perhaps seem a trifle fine, but when we speak of illustrated magazines and picture-books we identify at once, the one with adults, the other with children; so with bulletins.

The excuse for the bulletin in the children's room is to attract first the eye of the child by the well-chosen pictures, next by the list of books, well printed or neatly type-written. This list of books must not be too long, for that is discouraging, but it must be tempting, in other words, "sound good." The bulletin-board serves as the children's catalogue.

Children love holiday celebrations of days, so naturally the librarian turns to the usual Thanksgiving, Christmas, Easter, Decoration Day and Fourth of July holidays for her inspiration. Generally on these days, exhibits and appropriate decorations give the library an air of festivity. A bird day was planned in one library, when everything possible was done to make the day a joyful one. Bright, attractive bulletins with well-chosen lists of books, birds mounted, flowers and singing birds helped to make the occasion and the little talk on a few of the birds and their habits one to be long remembered. An Indian day was held in one of the libraries that I visited. Besides the bulletins and historical objects exhibited, talks on Indian legends and history of the Indians were given and listened to with breathless interest.

The ever-occurring birthdays of great men, Presidents, poets and artists all serve for opportunities to suggest reading that the child might otherwise not choose for himself. I have mentioned the exhibits, although they are not included in my topic, because I found in visiting children's rooms the two seemed to go hand in hand.

I had the pleasure of visiting Pratt Institute library at Easter time. Beautiful mounted pictures, illuminated texts, and lists of books filled the walls of the reading-room. I could not help but feel that there were really too many good things for one feast. The Philadelphia Free Library had a bulletin on the Hawaiian Islands profusely illustrated by pictures; on a screen near by were exhibited a model of a surf-boat, baskets, clubs, and fans made by the natives. Another screen on Samoa had several kinds of war-clubs, beads, thatched huts and other island curi-

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*A paper read before the California Library Association, February 12, 1904.

NOTE.—The suggestions in this article will be helpful to those who have charge of the 3270 school libraries in California, as well as to those who use public libraries.—ED.

osities. These were loaned by a boy whose father was a sea-captain and had visited the places in question. In another part of the same room was a beautiful set of Indian pictures with books near by illustrating the bulletin. At the time of my visit, the Carnegie library at Washington was too new to have done anything in this line. Newark had many beautiful pictures on the walls, but no special exhibit or bulletin on hand.

Many small libraries would like to make bulletins, but have not the time. They see and appreciate the need, but with not a moment to spare all day, one can easily see why there is a lack of inspiration for such work at night. In 1898 the Library School at Albany first began to make illustrated bulletins, confining the work almost entirely to lists for adults. These were to be loaned to any library applying and willing to pay the express charges. A record was kept of those loaned in 1900-01; 24 bulletins circulated 98 times, an average of 4 times each. They were not only sent to libraries in the State, but to Cleveland, Dayton, Boston, Atlanta, and to the Illinois Library School, going even as far in their travels as Texas. "Heroes, Old and New," circulated 9 times; "Books for Young People Who Want to go to College," 9 times; "Animal Stories," 7 times. Last year a number of very attractive ones were made and sent on their mission. Each year shows quite marked improvement in the artistic effect of the bulletins. In an exhibition of old and new bulletins, such as we had one afternoon, we found it very easy to criticize—this one too crowded, that one lacking in tone—and as one student expressed herself, another made her seasick. Although it is easier to criticize than to make, still one has to try one at least to find out the best way to arrange and mount the pictures. One really good picture is more effective than many ordinary ones. A balance in the placing of pictures must be preserved. One great fault is, that in the endeavor not to have the pictures look set, the maker tries an artistic mix-up, the result is anything but artistic and totally lacking in dignity. As the pictures at hand are often of various sizes, they must be placed more or less irregularly; if so, there must be an irregular balance. The same balance of tone and color must be preserved. Miss Clark of Washington, D. C., gives an account of bulletin-boards from a decorative point of view in public libraries, July, 1903, in which she explains minutely this principle of balance.

Many who can, prefer to print their lists, but there are a number of advantages in the neatly typed lists just tipped at the corners. They can be removed and added to more easily than the printed ones. The cost of the bulletin can be as much or little as one chooses; sheets of cardboard, 3 for 25 cents, Perry & Brown pictures, from 1 to 5 cents, sum up the average cost. The current periodicals furnish very good pictures of men and places, particlarly *World's Work* and *Country Life in America.* I believe Doubleday & Page will supply single pictures of any in the month-

lies at reasonable rates. Very often one can pick up a good picture sent as a supplement to an art journal. At all events, if you wish to make bulletins for the children, preserve any and all pictures that you can find, no matter what the subject, and they will come into use. File them in manila cases with class number, and you will be pleased and surprised at your collection in a short time. A number of firms advertise bulletin pictures, notably Prang Educational Co., which advertises very effective colored prints, the Detroit Photography Co. (colored pictures), Earl, Thompson & Co. 1 cent blue prints, Nature Study Publishing Co., colored plates of birds, animals and minerals, the Perry & Brown and Cosmos pictures are of course familiar.

Tacking mounted pictures or lists of books on a bulletin-board does not have the same effect as a picture bulletin. If one has shelf room near by for the books mentioned on the bulletin, so much the better. Many devices are used to attract the eye of the child; *e. g.*, the ladder arrangement of books. That is, different carefully graded lists of books chosen with the idea of mental climbing, attractively printed on sheets of cardboard. Each child selects his own ladder, and when it is finally mounted his name is entered on the roll of honor. Not only has the device to catch the eye been used for the child exclusively, but it has been found very useful for the adult. The studious one who wants to take up some line of serious reading—the aimless one who wants something new, good or "different"—the club woman who wants to be informed on some current topic—I might enumerate cases indefinitely, for each and all the illustrated bulletin fills the need. For example, among the very attractive popular bulletins made in Albany was one called Henry Van Dyke. It contained a brief list grouped under (1) out-of-door books; (2) stories, poetry, religious books, Van Dyke year book, biographical sketches. There was an alluring angling picture, a portrait of Dr. Van Dyke, also the well-known *Outlook* reprints of his "Courage and Footpath to Peace." One woman who said she had rarely read anything but fiction was so charmed by the book she selected, that she willingly tried a second from the list.

"Sea-Stories" was an ingenious illustrated bulletin by another student. "Athletics of Yesterday" represented the athletic sports and games of the Greeks and Romans, also the modern revival of the Olympian games that were described in magazine articles or parts of books. A fine copy of the "Disc Thrower" and of a chariot race stood out in bold relief on a dead-black background. "Japan" was pictured by a beautifully colored picture of the Island Empire accompanied by a list of fourteen books. "Social Settlements" showed the excellent picture of Jane Adams taken from *World's Work,* also many settlement pictures of children enjoying the library, roof-garden and music hour. "Richard Wagner," "Our Navy," Men of Achievements," and numerous others show by their circulation that even the adult

does not disdain the illustrated bulletin. It seems to me to be a very good way to coöperate with women's clubs. They are, as we know by our own clubs, interested in subjects of local and civic interest, and with an objective point in view they set out to accomplish their end. In a way, the library can aid them by illustrated bulletins; a good list of books and magazine articles placed near can do very much toward moulding the public taste. For example, the beautifying of Telegraph Hill could be made the subject of a list of books and articles on landscape gardening, parks and street improvement. The periodicals furnish much of this reading matter. The preservation of Mt. Tamalpais as park or reservation calls for many articles to be found in recent periodicals and books of forestry. In any case the wisely made bulletin will draw the reader's attention away from the fiction table where nothing but the book freshest from the press is of interest, and by some chance his or her taste may be diverted into other channels.

I can hardly close without mentioning a few of the various forms of bulletins that are not illustrated. The Newark Public Library prints for distribution a series of cards, samples of which I have brought with me this evening. These contain lists of books, ten in a group with call number. You will see that science and the arts are well represented. In the Springfield, Mass., Public Library I found a series of bookmarks that are issued by the Wisconsin Library Commission. These contain graded lists of books for the youngest reader to the high-school student. In Springfield, I understand they are used as a reward for clean cards. They could be used to advantage as the lists on a picture bulletin. I have a few of the small coöperative lists furnished by the New York Library Commission. These are posted as suggestions or placed in a tray for distribution. You are all familiar with the regular quarterly or monthly bulletin issued by so many libraries. The cost of these prohibits many small libraries from using them.

Perhaps the libraries around the bay can accomplish something by coöperation; and also by the loan and interchange of illustrated and picture bulletins can make the work lighter for each library and give greater variety to the topics. At least it is a thought I leave open for discussion.

ALICE G. WHITBECK.

Influence of Mr. Herbert Spencer's Educational Writings*

By the death of Mr. Herbert Spencer English education has lost by far its most famous name. Since Locke, no English writer has had such far-reaching influence on the educational ideas of the world. His influence, like Locke's, has perhaps been more clearly marked in some other countries than in England itself. But on English education, too, the effect of his writings has been incalculably great. Nearly half a century has elapsed since there appeared in the *North British Review* his remarkable essay on "Intellectual Education." That essay is full of the spirit of Pestalozzi. He, himself, I believe, had been trained under Pestalozzian influences. He knew the weakness of the Pestalozzian theories, but he also knew their strength. "Pestalozzi," he said, "was right in his fundamental ideas, but not right in his applications of them." Accordingly the English thinker set himself to apply Pestalozzi's principles anew. The result was the most brilliant chapter of the four which make up his "Education, Intellectual, Moral, and Physical." That book was published in May, 1861. In it he condemned "the cramming system" as "a terrible mistake." By the irony of fate, it was in the very same month of the very same year that Mr. Robert Lowe issued his Revised Code, by which government grants were expressly apportioned according to the results of the examination of individual children in the elementary schools. In other words, the baleful system of cramming was imposed by our Government on the elementary schools almost at the very moment that there had arisen the champion whose teaching was fundamentally opposed to the principle of "payment by results" in elementary education, and destined ultimately to overthrow it. It was Mr. Spencer who dealt the heaviest blow at false ideals in the education of girls. It was he who roused multitudes of his fellow-countrymen from their "strange disregard of physical education." He boldly laid stress on the educational value of keenly contested school games. Like Pestalozzi, he insisted that in education the earliest years are the most important, and that, therefore, the most valuable of all educational influences will be found in a rightly ordered home. It was Mr. Spencer who urged, as many are urging now, that in education the individual mind should be guided through the steps traversed by the general mind, and that, so far as may be, education should be a repetition of civilization in little. It was he who maintained that children should be led to make their own investigations and to draw their own inferences; that they should be *told* as little as possible and induced to *discover* as much as possible. He was one of those who advanced the most convincing arguments in favor of making school a pleasant place, instead of one which, in Locke's words, a boy was then too apt to "abhor for the ill-usage it procured him." Mr. Spencer laid great stress on the educational

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Presidential Address to the Modern Language Association.

value of drawing, and it was he who led the way in advocating brush-work and the use of color in the early stages of education: "the priority of color to form," he wrote, "has a psychological basis and should be recognized from the beginning, and from the beginning, too, the things imitated should be real." If he exaggerated the educational claims of natural science and undervalued the educational virtues of linguistic training, his error was due to an intense dislike of the pedantic tradition which persisted in the teaching of languages, and to a not unnatural enthusiasm for the unspoiled delights of scientific knowledge.

Yet to some omissions, and, if the word may be allowed, to some prejudices, in Mr. Herbert Spencer's writings on education we must, I think, in fairness trace back, at any rate in part, some of the weaknesses in our system of primary and secondary education with which we have now to contend. So distrustful was he of the consequences of the patriotic bias that he failed to assign to the sense of patriotic duty that place in public education which reasonably belongs to it. Mr. Spencer was far from denying the need and the value of what he called "a duly adjusted patriotism"; but, in his dislike of the excess of patriotic emotion, he was led somewhat unduly to ignore the power of patriotic enthusiasm in kindling interest among the parents, zeal among the teachers, and impressibility among the children. Hence, too, he failed to assign its due place in early education to skillful training in the use of the mother tongue, and to familiarity with the stirring pages of national history, and with the poetry which interprets the ideal aims of our national life. It is true that, in spite of all ebullition of nationalism, the deepest mark of the present age is that of the mixture of races and the crossing of intellectual and emotional strains. But because children are growing up in such a welter of cross currents, the more do they need anchorage, the more do they need the steadying force of a national conviction.

In another respect Mr. Herbert Spencer's educational writings —or, rather, a perversion and misinterpretation of their meaning—he had a hurtful influence on the course of study in many of those of our Englsh secondary schools which have been compelled to avail themselves of the financial assistance proffered by the State. Mr. Spencer's eloquent panegyric on the educational virtue of science has been so misunderstood as to have led to the undue neglect, in many secondary schools, of other studies which are not only vital to a liberal education, but also necessary as a preparation for real success in any great scientific calling. Least of all men did Mr. Spencer set up as the ideal of education a drab and narrow-minded utilitarianism. He was, indeed, so much of an idealist as to read into a rather narrowly scientific interpretation of human life elements of ethical, and even of religious, significance which coarser minds and duller eyes failed to find in it. Science to him was poetic, and therefore he underrated the power of other poetry in education. PROF. M. E. SADLER.

Address of State Superintendent Thomas J. Kirk on Laying the Public School Stone in the Sloat Monument at Monterey, Feb. 22, 1904

The chief end and aim of public education is good citizenship. The work of our public schools is not for the purpose of filling up supposedly empty vessels or for the making of walking encyclopædias, but for the making of men and women such as the State requires and such as God intended they should be. Our greatest statesmen have declared, our wisest educators have claimed that the perpetuity, the very existence, of our government depends upon the cultivated intelligence of its citizens. Webster proclaimed the public school to be the bulwark of American liberty. Patriotism, love of country, appreciation of and desire to defend cherished American institutions, are among the most important things to be taught in our public schools.

To rekindle enthusiasm for our Revolutionary sires and to reflect upon their heroic deeds and achievements we annually celebrate the fourth day of July. We delight to sing and speak the praises of Washington who established, of Lincoln who preserved and of McKinley who cemented our national Union. We do well to embrace every opportunity to commemorate and to transmit to posterity the names of those statesmen, heroes and leaders to whom we owe so much for the blessings of liberty, peace and prosperity which we now enjoy. Through neglect of them proof is too often given to the truth of the old adage that "Republics are ungrateful." Milestones to denote progress, monuments to mark heroic deeds and to commemorate the names of the noble actors in the great dramas of life are all too few. It is not for the departed that these things are of value, as no flattery can soothe the dull, cold ear of death; but for the living, for the present and the future. By them we indicate steps in the march of civilization and write the most enduring pages of history. Had it not been a more general custom in ancient times than at present to erect monuments and temples, we should be without some of the most authentic data for the history of man.

When we read of the strenuous efforts, the delays, the discouragements and disappointments before final success in the erection of our noted or national monuments, such for instance as that for Washington at the capital city, and the one at Bunker Hill, we wonder that they were ever completed. The undertaking begun years ago for a Lincoln monument to be erected somewhere in California—the exact spot not yet determined—should have appealed more strongly and successfully to the patriotism of Californians. It would seem an easy matter to express appropriately in granite, marble or bronze some indication of the gratitude and love borne for him who is second to Washington in the hearts of his countrymen. The few ardent friends of the undertaking, mem-

bers of the G. A. R. on this Coast, continue to struggle to secure the necessary funds, and may heaven grant that they may succeed before all their number shall have passed to the Beyond!

This leads me to congratulate the Sloat Monument Association, composed, as I understand, chiefly of Mexican War Veterans, officers of the army and navy, California pioneers and veterans of the Masonic fraternity, for the success to which, as evidenced before us, it has thus far attained, and on behalf of the people of the State, by whose favor I am the representative or head of the department of education, I desire to thank the association for the privilege afforded and the invitation extended to lay in this monument the stone which has been prepared at the quarry, appropriately marked, and now to be dedicated to the public schools of California.

Here, on this anniversary day of Washington's birth, on the western verge of the continent, where the tide of the Pacific regularly ebbs and flows, on this historic ground where our country's flag was by order of Commodore Sloat first unfurled to the balmy breezes of California, the officials of the Monument Association, and friends of public education are met to perform a service which is full of patriotic sentiment and purpose. We would here, in honoring the memory of the great and gallant ship captain, cement into a closer union and bond of friendship the Masonic order, Mexican War veterans, California pioneers, and the public schools of the State. May this friendship and union ever continue. May the descendants of these bodies, through coming generations, preserve and strengthen such union, having at heart at all times the honor and glory of our State and nation, and may this union with the freedom and liberty implied be a new emphasis of that to which Webster in the United States Senate referred in these words

"When my eyes shall be turned to behold for the last time the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious union; on States dissevered, discordant, belligerent; on a land rent with civil feuds or drenched it may be in fraternal blood. Let that last feeble, lingering look rather behold the gorgeous ensign of the republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original luster, not a stripe erased or polluted, nor a single star obscured; bearing for its motto no such miserable interrogatory as 'What is all this worth?' nor those other words of delusion and folly, 'Liberty first and union afterward,' but everywhere spread all over in characters of living light, blazing on all its ample folds as it floats over the land and over the sea and in every wind under the whole heaven, that other sentiment, dear to every true American heart, 'Liberty and union, now and forever, one and inseparable."

And in his words on laying the corner stone at Bunker Hill, we may fittingly say of this monument on this occasion: "Let it

rise." "Let it rise until it meets the sun in his coming; let the earliest light of the morning gild it, and parting day linger and play upon its summit."

And let us hope that hereafter in laying the foundation of every other patriotic monument or temple, those in authority may emulate the example this day set by the Sloat Monument Association and dedicate at least one stone to our country's public schools.

* * *

The Question is How Shall We Raise the Money Necessary to Pay Teachers Better Salaries

It is gratifying to the friends of public education to note that Governor Pardee sees the necessity of paying teachers better salaries in order to hold the best teachers now in service and to attract for the future able and well-prepared men and women to the profession of teaching. He has voiced his sentiments on the subject in sundry public addresses, his latest being before the teachers of Alameda County assembled in annual institute. The governor has from the beginning of his term of office shown in many ways his deep interest in the cause of public education, and he is clearly a friend of our public school system from kindergarten to university. He threw out some valuable hints in his last address above referred to respecting tenure of positions and for reward for length of experience. He would grade the pay of teachers as in the army, according to the period of service. This seems quite right in principle, and the problem of establishing it as a practice is worthy of thoughtful and immediate consideration. The wisdom of reforms of this character, however, is more readily seen than are apparent the ways and means of bringing them about. The question may be asked at once, can such a reform be made effective by legislative enactment or must the plan be agitated and wait and depend on being developed into a custom? Can school boards intrusted with the expenditure of State, county and district school funds be forced to observe a graded scale of experience in fixing the salaries of teachers? Without going into details to point out particular obstacles that at first thought appear in the way by reason of existing laws and practices, such plan seems plausible for city use, but its operation in the country, in schools of one to two or three teachers, where the disposition now is to pay all that funds at command will permit, does not seem feasible. Anticipated difficulties that may stand in the way are not mentioned to discourage the governor's suggestion. May be the way and the means for carrying out this reform were in his mind at the time he mentioned its desirability. If so, I shall be glad to coöperate with him in putting them into effect.

There is one suggestion made by the governor in his address before the teachers of Alameda County to which I can not

give assent. It is his statement that increase of funds necessary for better salaries be asked not of the State, but of the counties and local communities. By local communities I presume he means the school district, the incorporated town or city. The governor in this has struck a fundamental principle, one that underlies our whole public school revenue system. He is honest and sincere about it. He recognizes the need of more school money in order better to compensate good teaching. He is not of that class who would say: "Be ye warmed and filled, yet give them not those things necessary for the body." The difference between the governor and myself lies in the manner of raising this additional needed revenue. He and I have personally discussed the matter. He believes I am wrong in my view in demanding that a portion should be contributed by the State. I am equally positive in my belief that he is wrong in his view that it should be raised exclusively by the communities or by the counties and school districts. If the reasoning by which he reaches the conclusion that the State should not contribute any of this needed increase be sound, then what State aid the schools are now receiving, an ad valorem tax on all property of the State sufficient to raise an amount equal to $7 per census child, is likewise wrong, and all public school moneys including this additional or newly discovered need, should be raised by the counties and communities. I am aware that the governor or those entertaining his views may with some degree of consistency turn and ask of me why not lay the whole burden upon the State, and I confess that logically it might be so. Logically the State may be asked to support the public schools wholly, the same as it maintains the normal schools, the university, the blind asylum, the prisons and other State institutions; but public affairs are not always carried on by strict logic, and there are good reasons for having some burdens distributed. The people are likely to better appreciate schools if their cost is more or less a local charge. The three chief sources of school revenue in California have long been the State, the county and the district. The first two units, the State and county, are compelled to levy an annual school tax. It has never been obligatory, but always permissive, for the district to add to its State and county apportionments by special tax or bonds. The true spirit of our school system is that the district shall supply the equipment, building and furnishings and that the State and county shall maintain school by paying the teacher and providing the necessary current supplies.

William T. Harris, United States Commissioner of Education, in commenting upon the systems of raising school revenues in the various States pronounces the California system unique, the three units of taxation, the State, the county and the district, being happily blended form a basis which in his judgment is among the very best.

California started out on the assumption that public educa-

tion is a State matter. We had the experience of the older States, all or nearly all of which began on what we term the district system of raising public funds. The idea that all the people of the State and that all property of the State should contribute to the cause of public education was a matter of slow growth. To uproot the district plan which depended so much on local pride and to construct in its stead the State plan for raising school revenues was the life-work of Horace Mann in Massachusetts and chiefly for his success in this matter his statue to-day, alongside that of Daniel Webster, adorns the entrance to the State House in Boston. The right of every child within the State of California to an education and rights and privileges as nearly equal as possible in obtaining it is fundamental. The thought is better expressed, perhaps, by saying that it is the right of the State of California to demand that every child within its borders shall, with equal rights and privileges, be educated.

Ever since State organization there has been in California an annual ad valorem States school tax levy. Prior to 1874 the annual rate was fixed by the legislature from time to time and ranged from 2 cents to 10 cents on the $100. In 1864 the rate was 5 cents; in 1865-6, 8 cents; from 1869 to 1873, inclusive, 10 cents. And in 1874 the legislature adopted the present law, Section 443 of the Political Code, which requires that such a rate shall annually be levied as will produce a sum equal to $7 per census child. Take note that prior to 1874 the rate and the amount were increased almost every year, but for thirty years last passed the requirement has not been changed, and to raise the necessary $7 per census child the rate has gradually decreased by the increase of taxable property, and it touched the lowest rate, 17 3-10 cents, in 1903. It was probably supposed that increase in census children would be sufficient to produce at $7 per census child all needed increase in money. But it is seen that increase in school population has not kept pace with the needs of the schools. In not a few counties of the State for the past ten years the school census has been falling off instead of increasing.

No, unquestionably, if the demand for more public school money is well founded, and that appears to be universally conceded, then the State and the county in about the same ratio as heretofore for thirty years should both be asked to meet it. It will not do to leave it to local pride. The strong and rich portions of the State must help sustain the weak. To impose the burden solely upon the counties would be to visit a hardship upon some of the poorer border counties where the school tax rate now is very high. Yet Del Norte, Modoc, Mono, Inyo, Lassen, Amador and Sutter are vitally a part of California the same as are Alameda, Los Angeles and San Francisco. If all can not be helped some it would probably not be well to try to help any. It would be unfortunate by local pressure to make differ-

ences in the several counties any greater that at present. I am aware that owing to the fact that school funds are raised on property and distributed on census some peculiar results are exhibited. Some counties are richer proportionately in children than in taxable property, others *vice versa,* and consequently they draw more or less school money than on the surface seems consistent. We have not yet arrived at a science in the matter of taxation. More or less variation as to standards of valuation exists in the fifty-seven counties. But with all the imperfections it is not yet clear where tax reforms should be made, and we have been getting along pretty well, and there is no interest dearer or closer to the people than the public schools. Taxes for no other purpose are paid so cheerfully. I would deem it well nigh a calamity greatly to disturb the long-existing relative demands now made upon the State and the counties for raising school funds.

I recall suggesting in a public address some months ago a raise of the State school tax fund from $7 to $10, and the minimum in the counties from $6 to $8 per census child. Upon reflection I am willing to concede that I was a little extravagant, and would now suggest that our additional school needs may fairly be met by a raise of the foregoing standing figures a little more than 20 per cent., and thus make the State tax $8.50 and the minimum for the counties $7.25 per census child. To leave this matter to local initiative, to county alone, to district alone or to both county and district combined, means that the end sought will not be accomplished. It will result in talk, nothing tangible.

I shall indulge the hope that our good governor upon reflection will not set himself or his high office against the slight raise of State and county figures, should a measure bearing them be proposed at the ensuing session of the State legislature.

THOMAS J. KIRK,
Superintendent Public Instruction.

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Department of Methodology

BIRD DAY PROGRAM

Let us have a Bird Day—a day set apart from all the other days of the year, to tell the children about birds.—*Secretary of Agriculture, 1894.*

It is now ten years since the first Bird Day was observed anywhere, and eight years since the United States Department of Agriculture published its Bird Day circular. The two closing paragraphs of this circular are:

"Is it not worth while to do something to protect the birds and prevent their destruction before it is too late? A powerful influence for good can be exerted by the schools if the teachers will

only interest themselves in the movement, and the benefit that will result to the pupils could hardly be attained in any other way at so small an expenditure of time. If it is deemed unwise to establish another holiday, or it may seem too much to devote one day in the year to the study of birds, the exercises of Bird Day might be combined with those of Arbor Day.

"It is believed that Bird Day can be adopted with profit by schools of all grades, and the subject is recommended to the thoughtful attention of teachers and school superintendents throughout the country, in the hope that they will coöperate with other agencies now at work to prevent the destruction of our native birds.—*T. S. Palmer, Acting Chief of Division.*

"Washington, D. C., July 2, 1896."

Since our schools are government institutions, these words are more than a mild suggestion. It is now time that all the schools in the United States observed an annual Bird Day.

The Bird Day program suggested here is one easy for the teacher to use and not hard for the pupils to follow. Of course, the more original work the pupils are stimulated to do, the more the day will be worth to them. "Enlisting the interest of the boy in the living birds and their broods is the surest way to make him their friend, instead of their enemy, and thus convert him from their destroyer to their protector."

A second or third Bird Day may find teachers and pupils ready with accounts of their own bird experiences, their own successful photographs of birds and nests. The best program is one taken not from books or educational magazines, but made at first hand by teacher and pupils in love with living birds.

"To know the name of a bird is of comparatively little value, to know to what class he belongs is of no great moment; in short, to know him from the scientific standpoint amounts to little so far as the average child is concerned. If he becomes a specialist, he will learn all this quickly in later life. But to love birds and to form habits of observation sufficient to watch carefully every bird is worth as much as any branch of study. No training of the ear is better than that which comes from listening to the song of birds; no training in color knowledge is better than discrimination of their hues and tints; no better form study than appreciation of their shape; no better discipline in the study of motion than in the study of their hopping, pecking and flying."

The first Friday in May is often chosen as Bird Day. Whatever day is decided upon, give several weeks' notice, so that the children may have time to find pictures, stories and poems of their own to contribute, and time to arouse an interest in each other and in their parents. The bird chart published by the magazine called *Bird-Lore,* Harrisburg, Penn., may be put up on the wall in advance, as a reminder. Other pictures may be added on the chosen day, but be sure not to use any picture of birds being

hunted with dogs or guns, or pictures of caged birds. I wish this caution was superfluous.

1. Songs—" Bird Thoughts, page 94, *Songs of Happy Life;* " My Neighbors," 83, ditto. Songs about birds are to be found in all school song books. *Songs of Happy Life* has beautiful words and music, and has a valuable appendix of reading matter about humane education as well as about Bird Day.

2. Reading " The Petition of the Birds," written by Senator Hoar to the Massachusetts legislature, page 43, " Bird Day," by C. A. Babcock. I think this letter was published by the Massachusetts Audubon Society as a tract. It brought about great improvement in the laws protecting birds, and has been widely copied. It is signed by a long list of wild birds and is a most readable and impressive article, suitable for old and young.

3. Reading of local bird-protective laws. You may be surprised to find you have good ones which need enforcement or poor ones which need improvement. Find what the State laws are and the county and town laws also.

The laws of the State of California protect bobwhite, Eastern or Chinese quail, English partridge, Mongolian or English pheasant, mountain quail, grouse, sage hen, valley quail, partridge, plover, curlew, ibis, rail, duck and dove.

4. Review of a good bird story. The choice of book would depend on age of pupils. There are scores of such stories suitable for review. " The Mother Teal," by Ernest Seton, is an excellent one, and it has the rare virtue of ending happily, all the little ones getting away in safety from their enemies. " Bird Life," by Frank M. Chapman; " Citizen Bird," by Mabel Osgood Wright; "Wild Life Near Home," by D. L. Sharp; these are among the new ones, while the older ones of Muir, Burroughs, Miller, and many others, are always favorites. But choose carefully, rejecting exaggerations and avoiding accounts of suffering and death. Above all, let the story emphasize the value of live birds, and how much greater our pleasure may be in studying birds alive than birds dead.

5. The study of birds with the aid of an opera glass, or with a camera, are two good subjects. If the pupils cannot write original papers about either of these, they may find much material in the magazines, with fine illustrations. In the collecting of bird pictures for display, all the pupils might lend a hand. I know one librarian of a public library who cuts all the bird pictures from worn magazines and from those not saved for binding, mounts them on cards, and each year as Bird Day comes around, lends them to teachers. The collection is now large and valuable.

6. The money value of live birds is an easy subject, as the publications of the government, of the universities, of the Audubon societies, as well as the ornithological magazines, abound in interesting evidence. Statistics of a most impressive kind may be

made of lively interest,—for instance: "one insect in one year may become the progenitor of six billion descendants;" "it is estimated that we pay tithes to the insects, one-tenth of the agricultural products of the United States being destroyed by them every year;" "one pair of purple martins, while feeding their young, destroy two thousand insects in one day; "a young robin in the nest requires a daily supply of animal food equivalent to more than its own weight."

7. The teacher may assign to herself the topic, "What the United States Government Has Done and Is Doing for Bird Protection." The Department of Agriculture, Washington, will send literature on request. The scientific work of the government is well known among grown people, and children may easily understand it. Scientists have examined thousands of bird stomachs and identified carefully their contents, proving farmers mistaken as to the diet of birds, and giving absolute proof that insects injurious to vegetation form their chief food. They have given especial attention to crows, woodpeckers and other birds called bad by most farmers, and the list gets shorter every year.

There is a United States law forbidding interstate commerce in birds and game killed in violation of local laws. For instance, anyone killing a meadow lark in California, where the state law protects it, and shipping it outside California to a state without a protective law, would be prosecuted and punished by the United States Government. This law is enforced and is productive of much good. It reaches the person shipping, the person or company transporting, and the receiver of such goods.

8. What the Audubon Societies are doing for birds. "Audubon Societies in Their Relation to the Farmer," published by the Department of Agriculture in 1902, is an illustrated pamphlet, beginning thus: "Audubon Societies are organized for the preservation of native birds. They aim to prevent all wanton and reckless decrease of bird life, whether by indiscriminate or excessive shooting of birds for use as food, or for the sake of the plumage, by useless or immoderate egg-collecting, or by too much trapping for caging; and also to develop an appreciation of the living birds from an esthetic standpoint."

The last paragraph reads:

"The movement can be aided by various means—establishing local societies, either as branches of the State society, where such exists, or as independent organizations; encouraging, in every way, study or observation of the birds by boys and girls, in school or out; posting lands and prohibiting trespass for the purpose of shooting or capturing birds; discouraging the use of firearms by boys; and recognizing at all times and in all things that whatever right man may have to destroy life for legitimate use, such right

is founded on regrettable necessity, and does not justify reckless extravagance or wanton cruelty."

The Audubon Societies often induce the local milliners to give an exhibition of "Audubonnets," that is, of hats and bonnets trimmed without the use of the plumage of wild birds. The feathers of barnyard fowls dyed to imitate wild plumage, or arranged so that no one can identify them, is to be condemned. Their use keeps the fashion going.

Words fail me when I remember the composite birds now worn, made up apparently of scraps—a head of one bird, wings of another, misfits in size as well as color, no body, and any sort of a tail or tails, arranged with a wry neck so as to look as deformed as possible, and still worn after the wings get ragged and the tail or tails are wobbly. While such monstrosities are called decorations, there is work for art critics as well as for humanitarians.

9. Recitations and short quotations about birds may fill the program and give every one a chance to take part. The largest good collection is "The Humane Educator and Reciter," published in London, but obtainable here. "Voices for the Speechless" is an excellent compilation and very cheap.

10. Two songs may close the programme—"Lines to a Seabird," 59, and "Farewell, Farewell," 73, *Songs of Happy Life.*

Bird Day should never be followed by a desire to make collections of birds or eggs. We expect it to result in more birds and bigger crops, and best of all, in more kindness in the world, kindness to playmates, parents and friends, as well as to animals.

ALICE L. PARK.

* * *

Book Reviews

A Copernican revolution has taken place in educational science during recent years—a revolution which has discovered the true center of the educational system and banished the false one to a minor position on the circumference where it belongs. It makes no difference that this tremendous discovery has not as yet greatly affected educational practice. Like the discovery of Copernicus, it can be expected to make but slow headway against deep-seated tradition and must bide its time. But the certainty of truth guarantees its final acceptance in action and some of us who are now alive may see a new order of school-keeping supplant the old order before we die.

To keep the figure, Ptolemaic education, based upon the doctrine of formal discipline, made the book the center and limited

Education as Adjustment. By M. V. O'Shea, Professor of the Science and Art of Education in the University of Wisconsin. New York., Longmans, Green & Co.

the sphere of the child's activity to it. Copernican education, based upon the theory that disciplining the powers of mind is impossible, and unprofitable if it were, but that the object of education is the organization and enrichment of experience takes the child into the world or brings the world in to the child.

The keynote of the new doctrine is that education must prepare for life by being life while it is education. It conceives of the business of the schools as something very different from disciplining, exercising or training powers of mind by studying formal subjects that do not supply useful knowledge. The end of educcation, says the newer doctrine, is to give the individual a mastery of the world. The ability to deal with a situation depends upon one's experience of such situations. The work of the schools should be to make one as familiar as possible with typical phases of human life. This system of education by contact with life is here referred to as education by adjustment. The book presents an excellent summary of this subject; indeed, it seems to us to be the best extended discussion of educational aims and methods which we possess. It contains the contributions of the several related sciences, as well as the best results obtained by special study of the problems of education. It has been suggested more than once, recently, that some representative educational body should appoint a committee every five or ten years to codify the items of educational progress made during the past five or ten years of pedagogical activity. There are many reasons why the field should be frequently resurveyed, but such books as this do the work much more effectively than any committee could do it.

Part I of this volume contains a discussion of the present status of education as a science. Part II is devoted to the meaning and aim of education, and Part III to the method of attaining adjustment. Other volumes are promised, upon The Educational Aspects of Mental Development, The Values of Studies, The Psychology of Method in Teaching, and The Organization and Management of the School.

The doctrine of formal discipline, a deposit of the old faculty psychology, has dominated and still dominates education, almost to the exclusion of progress. The newer and truer education dictated by the newer and truer psychology can not begin among us until we are aroused from our dogmatic slumbers in formal discipline. The final and conclusive way in which that doctrine is criticized and reduced to its true and inoffensive form is the chief contribution of this volume.

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This book is devoted primarily to the work of determining the features of a modern high school. The first chapter describes the aim of such a school: The education demanded by democratic

A Modern School. By Paul H. Hanns, Professor of the History and Art of Teaching in Harvard University. New York, The Macmillan Co.

society must be a *preparation for an active life.* The only real preparation for life's duties, opportunities and privileges is *participation* in them. Such a participation education must provide: From the beginning it can not be limited to the school arts—reading, writing and ciphering. It must acquaint the pupil with his material and social environment. Any other course is a *postponement of education,* not education. A child should know how to read and write at about nine years of age. By eleven years of age he can learn all the arithmetic he needs for the ordinary affairs of life. Then should follow a period of pre-secondary schooling that should bring the pupil in close touch with human activity. At about the age of twelve or thirteen the period of secondary education should begin. This school must prepare for life. It can do so only by bringing its course into conformity with the needs of a progressive civilization. The period from thirteen to twenty is the period in which life aims and habits emerge distinctly. The serious purposes of life are twofold—first, self-support; second, intelligent, active participation in human affairs. Does the secondary school course prepare for these things? The answer must be, no. To justify it on the ground of its disciplinary value is untenable. A modern secondary school must provide for a serious study of modern subjects. What Professor Hanus believes them to be is detailed.

Next, the modern secondary school must offer equal opportunities to all who contribute to its support. If preparation for college is not preparation for life, it must devote as much attention to the work that prepares for life as to that which prepares for college. Next to comprehensive instruction, its work must be articulated with that of the lower grades. To this end a six-year high school programme is necessary and opportunities for election of studies imperative. Evidence is presented of a strong contemporary tendency toward such a six-year programme. Much of the work of the school must be a failure unless it can count upon the vigorous coöperation of the home. One of the most interesting chapters of the book is entitled "Our Faith in Education." "On the teachers is laid the responsibility of planning wisely and carrying on efficiently the educational institutions of society. It is, therefore, their special task—ever renewed—to examine carefully into the scope and aims, the limitations, and the means and methods of contemporary education, in order, first, that they may themselves possess a just estimate of its contemporary efficiency and defects, and set them forth clearly and convincingly to the community; and second, that they may work confidently and steadily for its improvement, aided by enlightened and sympathetic public opinion."

Among the obstacles to educational progress here enumerated are the lack of adequate scholarship of elementary school teachers, the lack of technical training on the part of secondary school

teachers, and above all, a great chaos of opinion due to our failure to organize our practical experience and our contemporary educational doctrine. Education as a university study is discussed at some length.

This book deals with very vital questions and is written in a very readable style. It would form an excellent basis of study for a high school teachers' reading circle, and should be of immense profit to elementary school teachers as well as to them. Its author expresses the hope that it may interest the general reader as well.

Some of the problems which it raises we should like to see treated in a more exhaustive fashion, for instance, the assumption that preparation for college should be different from preparation for life, and the distinction between elementary and secondary education. Our faith in education should be discussed from the psychological as well as from the historical standpoint.

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This is a work of another sort. Kant is a very important figure in the culture tendencies of our time. His educational writings hold a certain authoritative position in Germany and in France. Moreover, they contributed to the philosophical foundation of education which are being reëxamined now, and in addition they occupy a very definite place in the history of education. All of these reasons, coupled with the fact that his views on education had not yet been set forth in English in their entirety, have suggested the preparation of this book.

Kant regarded education as a national and racial need, not a social luxury. The nature of man demands it. Its value is relative. It is a means to an end. It is also the only means to an *absolute* end. It is morality alone which gives meaning to man and it is morality alone which gives meaning to education. The problem of method is to reduce every practice to principle, to find a rational basis for every activity.

Many study truths concerning education will be found here, along with a considerable confusion of treatment and not a few doctrines in which one can in no wise believe now.

But aside from the question of the sufficiency of Kant's educational system, our thanks are due the editor for his excellent translation of the treatise and his careful inclusion of many passages bearing upon this subject scattered through Kant's other works.

The Educational Theory of Immanuel Kant, translated and edited with an introduction by Edward F. Buchner, Professor of Philosophy and Education in the University of Alabama. Philadelphia, J. B. Lippincott Co.

This book will be of considerable service to students and teachers of commercial practice, for it "represents the most advanced thought of those not actively engaged in the teaching profession on the subject of business training and on the possibility of raising high professional standards in what may be called business specialties." Mr. Haskins points out that education has not kept pace with the demands of the time. At least three branches of professional service have no adequate educational support. They are accountancy, finance, and business administration. The accountant should be something more than a successful bookkeeper, the financier somewhat better trained than the successful investor, and the business administrator something other than a lucky manager. In each case there is an accumulation of human experience that should be organized to serve in just the same way that the science of medicine serves the physician or the study of law serves the lawyer. This principle directed the work of Mr. Haskins. This volume is the log of a pioneer in a new field of knowledge. It is made up of a series of papers brought together and published after his death. Their titles are: "The Scope of Banking Education," "The Possibilities of the Profession of Accountancy," "The Growing Needs for Higher Accountancy," "The Place of the Science of Accounts in Collegiate Commercial Education," "History of Accountancy," "Accountancy in Babylonia and Assyria," and "The Municipal Accounts of Chicago."

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This is a volume of examples of standard English prose, compiled for the use of students who are prepared to consult and profit by the use of good models. The selections which have been made are complete in every instance and are very satisfactory.

* * *

In spite of the fact that I am a champion of science teaching in the elementary schools, the nature-study people give me the impression of a ship at sea without a rudder. They have a delightful time floundering about, yet they do not seem to get anywhere, and the trouble appears to be that they are not going anywhere. They are ever giving a multitude of abstract reasons for their faith in nature study. They say it trains the observation, the judgment and the imagination, that it puts one in control of his environment, instructs him in the beginnings of science, and imparts an

Business Education and Accountancy. By Charles Waldo Haskins, late Dean of the N. Y. University, School of Commerce, Accounts and Finance. New York, Harper & Brothers.

Modern English Prose. Selected and edited by George R. Carpenter and W. T. Brewen. New York, The Macmillan Co.

Education Through Nature Study. By John P. Munson, Ph. D., Washington State Normal School. New York, E. L. Kellogg & Co.

understanding of nature. I find myself continually asking What nature? To put one in control of the whole of it is a large undertaking—too large for the schools, and I believe it does make some difference where one begins. To science we owe the doctrine of evolution. That science itself has evolved, the scientists seem to forget whenever they write about science for children. They almost always begin at the hither end.

This book does not meet the great need of stating a principle to guide in the selection of material for nature study. It contains many admirable suggestions as to method and is worth consulting. It also contains some very curious statements concerning the history of education.

* * *

The Normal School at Manila Bulletin No. 1 of the Bureau of Education at Manila has just reached us. It is the annual prospectus of the Philippine Normal School at the capital. This school has a faculty of eighteen teachers, most of them graduates of American colleges. Mr. George W. Beattie of the University of California is superintendent. Both sexes are admitted on equal terms. Any person over fourteen years of age who has a knowledge of the four fundamental operations of arithmetic and can read simple English and speak it intelligibly and who desires to become a teacher is eligible for admission. Students who fail to develop aptitude as teachers are excused from the school. Books and necessary apparatus are supplied by the Insular Government and loaned to the students. The length of the course is four years. During the first three years the "common branches," together with Filipino history, algebra and botany, are taught. In the last year the subjects are English, algebra, United States history, physics, and professional training. The training class is attended by children of from five to eleven years of age. In this class the fourth-year students teach under direction of a critic teacher. The tenor of this announcement indicates that teachers will be carefully prepared and the foundations of education securely laid in the Philippines.

* * *

California's Education at St. Louis Two brief monographs prepared for distribution at the Louisiana Purchase Exposition have just appeared, one on "The Elementary Schools of California," by John Swett; the other on "The California System of Training Elementary Teachers," by C. C. Van Liew. It is most fitting that the growth of the elementary schools should be described by the man who has done more to develop them than any other man in the State. His monograph traces the beginnings of schools, the evolution of State school laws, and the making of city schools, through the decades of the State's existence. It is a good piece of work and shows conclusively how great the struggle has

been on the part of the friends of education to establish the school system and how deeply rooted it has become.

Dr. Van Liew's pamphlet traces the history of the five normal schools of the State from the foundation of the first one in 1862 up to the present time, epitomizes the work which they have done in preparing 5,532 teachers for their work, describes their organization and administration, and discusses pending issues and problems. Among the problems which press for solution are the questions: How far shall the normal schools keep in view the practical as well as the cultural demands of the teacher? How shall their professional work be organized? What relation shall they bear to the State University? By what means can male attendance be increased? etc. We may well congratulate ourselves that education in California is to be publicly presented in such a masterful fashion. We have been wondering why these monographs were not printed on good paper and gotten up in a more pleasing form. If it is good business for a commercial house to use none but well-kept horses in its delivering wagons, it is equally good business for a State to care much for the appearance of its exhibits at a world's fair.

* * *

Democracy in Education

Professor John Dewey writes on this subject in *The Elementary School Teacher* for December, 1903. Modern life means democracy; democracy means freeing intelligence for independent effectiveness. Does the school lead and direct the movement? If there is any single public school system in the United States where there is official and constitutional provision made for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text-books, etc., to the discussion and decision of those actually engaged in the work of teaching, that fact has escaped my notice. Many reformers are contending against placing the direction of school affairs, including the selection of text-books, etc., in the hands of a body of men who are outside the school system itself, who have not necessarily any expert knowledge of education and who are moved by non-educational motives. Unfortunately, they would have this authority transferred to the superintendent. The remedy is not to have one expert dictating educational methods and subject-matter to a body of passive, recipient teachers, but the adoption of intellectual initiative, discussion and decision throughout the entire school corps. The remedy of the partial evils of democracy is in appeal to a more thoroughgoing democracy. If it be said that the teachers are not fit to assume this responsibility it must be replied that they are not fit to teach, and since they are fit to teach they are fit to assume this responsibility. Only by sharing in some responsible task does there come a fitness to share in it. All other reforms are conditioned upon

reform in the quality and character of those who engage in the teaching profession.

As to the learner, the same principles hold. The way to get freed intelligence is to free intelligence. Only very recently has any positive provision been made within the schoolroom for any of the modes of activity and for any of the equipment which permit and require the extension of original experiences on the part of the child. The school has literally been dressed out with hand-me-down garments—with intellectual suits which other people have worn.

Politically we have found that this country could not endure half free and half slave. We shall find equally great difficulty in encouraging freedom, independence, and initiative in every sphere of social life, while perpetuating in the school dependence upon external authority. The evolution of the school must be carried to a point where it becomes a place for getting and testing experience, as real and adequate to the child upon his existing level as all the resources of laboratory and library afford to the scientific man upon his level. Not any subject or instrumentality is required which is not already found in many schools of the country. A catalogue of the agencies already available would include at least the following: Taking the child out of doors, widening and organizing his experience with reference to the world in which he lives; nature study when pursued as a vital observation of forces working under their natural conditions, plants and animals growing in their own homes, instead of mere discussion of dead specimens. We have also school gardens, the introduction of elementary agriculture, and more especially of horticulture—a movement that is already making headway in many of the Western States. We have also means for the studying of physiographic conditions such as may be found by rivers, ponds or lakes, beaches, quarries, gulleys, hills, etc.

As similar agencies within the school walls, we find a very great variety of instruments for constructive work, or, as it is frequently, but somewhat unfortunately named "manual training." Under this head come cooking, which can be begun in its simple form in the kindergarten; sewing, and what is of even greater educational value, weaving, including designing and the construction of simpler apparatus for carrying on various processes of spinning, etc. Then there are also the various forms of tool-work directed upon cardboard, wood, and iron; in addition there are clay-modeling and a variety of ways of manipulating plastic material to gain power and larger experience. Such matters pass readily into the simpler forms of scientific experimentation. Every schoolroom, from the lowest primary grade up, should be supplied with gas, water, certain chemical substances and reagents. To experiment in the sense of trying things, or to see what will happen, is the most natural business of the child; it is, indeed, his chief

concern. It is one which the school has largely either ignored or suppressed, so that it has been forced to find outlet in mischief or even in actually destructive ways. This tendency could find outlet in the construction of simple apparatus and the making of simple tests, leading constantly into more and more controlled experimentation, with greater insistence upon definiteness of intellectual result and control of logical process. Add to these three typical modes of active experimenting, various forms of art expression, beginning with music, clay-modeling, and story-telling, as foundation elements, and passing on to drawing, painting, designing in various mediums, we have a range of forces and materials which connect at every point with the child's natural needs and powers, and which supply the requisites for building up his experience upon all sides. As fast as these various agencies find their way into the schools, the center of gravity shifts, the régime changes from one of subjection of mind to an external and ready-made material, into the activity of mind directed upon the control of the subject-matter and thereby its own upbuilding.

* * *

Official Department

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FREDERIC BURK..... .....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.. Superintendent Public Instruction, Sacramento

Official Decisions by the State Superintendent of Public Instruction

In answer to these questions, submitted by one of the city superintendents of the State, Superintendent Kirk made reply as given below:

1. Is it necessary for our board of education to keep separate minutes of their meetings—one set as a grammar school board and another as a high school board?

2. Should *our* board hold its meetings in the high school building?

3. Who is to determine whether or not our grammar school course is the "equivalent" of that of the county board?

4. Does our evening school have to be maintained for ten months—the term of our grammar schools?

5. What is the ruling about the collection of tuition for attendance upon the high school from pupils residing (1) in county,

but in no high school district; (2) out of county; (3) out of State, but in United States; (4) out of United States?

6. Before the action of the State board in the matter of the adoption of elementary histories and elementary geographies, a number of city systems in the State were using Thomas and Tarr & McMurray as supplementary books. When it was known that said books had been adopted, these city systems requested, not required, the pupils to purchase said books, and commenced the use of same before the State had published them. Have said cities acted within the law? If they have not, what will be the course of procedure against them? Will formal complaint be necessary?

7. Would the authorization of the *publication* of a course of study for the city of * * * by the city board of education be construed as "prescribing and adopting by the proper authorities" of a course of study?

8. Would a teacher in our city system be justified in requesting, not requiring, her pupils to purchase, say a 10-cent classic for her grade, when the same has not been regularly adopted by the city or county board?

9. Would a member of the school board in our city be within the law should he recommend or request, not require, the pupils to buy, say a 5-cent song-book, not formerly adopted by the city board or the county board?

State of California, Department of Education, Sacramento.

March 10, 1904.

DEAR SIR: Yours of the 7th instant to hand and contents duly noted. I make reply to your questions in the order in which they are submitted:

1. I believe that your city board of education should keep separate minutes of its meetings; that is, one set for its proceedings when acting with reference to the primary and grammar schools, and another when dealing with high school matters. A late decision of the Supreme Court in the case of Brown vs. City of Visalia, decided December 22, 1903, confirms me, I think, in this view.

2. As to the meeting place for your board when sitting as a high school board, I beg to refer you to an act of the legislature, approved March 15, 1901, found on page 66 of the 1903 edition of California School Law. Such meetings may be held either at the high school building or "at the meeting place provided for the board of education," etc.

3. Attorney-General U. S. Webb has recently rendered an opinion (which opinion will be published in this month's number of the WESTERN JOURNAL OF EDUCATION) that it is the province of the county board of education to determine whether or not the

course of study pursued in the primary and grammar schools of a city located within such county is the equivalent of the course of study prescribed for such grade of schools by the county board of education.

4. By the provisions of section 6 of Article IX of the State Constitution authority is given municipalities to establish evening schools. Section 1 of Article IX of the charter of the city of * * * also gives authority to the board of education of that city to establish evening schools. Sub. 1st of section 1619 of the Political Code provides that "Boards of school trustees and city boards of education must maintain all the schools established by them for an equal length of time during the year." Therefore if the city board of education of San Jose has legally established an evening school the length of term for such school must be the same as that for the day schools.

5. Attorney-General Ford, in December, 1899, gave it as his opinion that no tuition fee could be collected from any one for attendance at any public school in the State. High schools are public schools. The high school is a part of the public school system of California. (Section 6 of Article XI of the Constitution.) Such being the case, no tuition fee can legally be charged any one for attendance in high schools.

6. Neither county boards nor city boards of education have any authority whatsoever in law for requesting pupils attending schools under their charge to purchase any text-books in subjects for which the State publishes texts, except the regular text-books of the State series. When section 1874 of the Political Code, as amended in 1903, became the law, county boards of education could only adopt or designate supplementary books from a list first prepared by the State Text-Book Committee and approved by the State board of education. The fact that the State of California, through the proper officials, has adopted the text-matter contained in Thomas's Elementary History as the principal matter to be used in the compilation of a State series primary history does not make Thomas's Elementary History either a State series school text-book, nor does it warrant or authorize school boards in designating such book as a regular text, or as a supplementary book; and the same applies to Tarr & McMurray's Introductory or Home Geography. As a matter of fact, the State series text-book in the subject of history for use in the lower grammar grades will contain text matter not found in Thomas's Elementary History; hence in addition to the illegality of requiring pupils to purchase Thomas's Elementary History such action would be unwise.

7. In cities having city boards of education it is the duty of such board to prescribe and adopt a course of study for the primary and grammar schools. This does not prevent a city board of education from following either in whole or in part the course of study prescribed and adopted by the county board of education;

but if your city board desires to follow the county course it should, by formal act, prescribe and adopt the same. Mere "publication" would not, in my opinion, be sufficient. For the authority of your city board of education to prescribe and adopt a course of study I refer you to Sub. 5th of section 1771 of the Political Code, and also to Sub. 5th of section 5 of Article IX of your city charter.

8. I think my answer to your sixth question, in part at least, answers this question. I know of no authority in law for a teacher to "request" her pupils to purchase a 10-cent classic or a classic costing any other amount, whether the same has been or has not been regularly adopted by the city or county board of education. Such adoption could only be in the line of supplementary books, and the law does not require pupils or their parents to purchase supplementary books.

9. For your answer to this question I refer you to section 1665 of the Political Code, which in part reads as follows: "Provided, that instruction in * * * music, drawing and nature study may be oral, no text-books on these subjects being required to be purchased by the pupils." The cost of a song-book is immaterial; the fact is a pupil or his parents can not be compelled to purchase such book. As to the right of a member of a school board to request pupils to purchase such a book, I will say this: If such request is couched in such terms as to convey to the pupils or their parents the idea that it is necessary or obligatory that they must procure such book, then such request is in the nature of a requirement, and this, under the law I have quoted, is illegal.

Very truly yours,

THOMAS J. KIRK,
Superintendent of Public Instruction.

* * *

BULLETIN NO. 33

TO COUNTY AND CITY BOARDS OF EDUCATION:

I have sincerely hoped that the four new State series school text-books recently compiled and ordered published, to wit:

Introductory or Primary History,
Introductory Geography,
Grammar School Geography,
Grammar School Arithmetic,

would be ready to offer to the schools of the State on or before the first day of July, 1904; but the Superintendent of State Printing informs me that he fears he will hardly be able to complete publication of all these books by that time. As soon as any one of them is ready, I will be pleased to make official announcement; but I desire to state to county boards of education, and to city boards

that have authority to prescribe courses of study, what is generally known that the introductory or primary history to be published by the State will be composed chiefly of the text now found in Thomas's Elementary History of the United States; the introductory or primary geography, of the text now found in Tarr & McMurry's Introductory or Home Geography; the grammar school geography, of the text now found in Redway & Hinman's Natural Advanced Geography; and that the grammar school arithmetic will be almost exclusively the text now found in Hornbrook's Advanced Arithmetic. Therefore, I wish to advise, for the purpose of assisting said boards solely in amending courses of study to be pursued in these subjects for the ensuing school year, that they may make use of the above-mentioned publishers' text-books. The publishers of the above-mentioned books, in the event that the State books on these subjects are not ready in time, will, I dare say, be pleased to furnish a copy to every board for the purpose of enabling it to formulate its course of study. The publishers' books, of course, can not be adopted or legally used as regular text-books, but may, under the circumstances, be made use of to accomplish the object stated—the preparation of a course of study. Neither parents nor pupils can be required to purchase these publishers' books, nor can they be required to purchase any supplementary books that may be prescribed by the proper authority. Supplementary books are provided for at public expense only by the use of district library funds.

I sincerely trust that I shall not be under the necessity of withholding State school moneys from any county or district on account of failure to observe the law in reference to State school text-books.

The State Text-Book Committee is working with due diligence for publication of State texts in all the subjects as required for the primary and grammar schools, but time, both with the committee and with the State printing force, is absolutely necessary for the consummation of this end. Only the four above-mentioned books, together with the new grammar school United States history, which is already published, can be expected before January 1, 1905, or later. The above are hoped for by July 1, 1904.

Very truly yours,

THOMAS J. KIRK,

Superintendent of Public Instruction.

April 5, 1904.

To Normal School Presidents, County and City Boards of Education

Now that the regular text-books promised for next school year (U. S. history, geography and arithmetic) have been adopted and are in the hands of the State Printer, the State Text-Book Committee intends, in the near future, to broaden the lists of supplementary books in these subjects (except arithmetic), and hereby respectfully invites you to submit carefully prepared lists from which it may choose for regular adoption.

These lists should be in the hands of the Secretary by April 2, 1904.

STATE-TEXT-BOOK COMMITTEE.

J. H. STRINE, Secretary.

Copies of the above were also sent to the two universities.

* * *

To Text-Book Publishers

The State Text-Book Committee of California hereby invites publishers of a series of readers to send sealed proposals for the sale or rental of the plates of such books, subject to the following conditions:

"* * * whenever any plates, maps or engravings of any publisher or author are adopted for use as hereinbefore provided, the State Text-Book Committee shall enter into contract for not less than four nor more than eight years, for the use of the same, and shall require a good and sufficient bond of the owner of such plates, maps or engravings, guaranteeing that the same shall be kept revised and up to date as may be required by the State Board of Education."

The proposal to lease such plates, maps or engravings should be a royalty proposition; that is, a fixed amount (percentage of publisher's list price) upon each volume printed and sold by the State of California. In deciding upon text matter to be adopted, the committee will be governed, first, by merit; and, secondly, where several texts are equal or nearly equal in merit, by economy.

The committee expects these plates to be placed in the hands of the State Printer at Sacramento, Cal., at the cost and risk of the owners, and desires that all representations concerning the character and merits of the books be in written or printed form.

All proposals should be in the hands of the committee by the second day of April, 1904.

You are further invited to send to this office by April 2, 1904 (if you can do so without charge), 18 sets of each series of said books submitted, for examination by our special readers and the members of the State Board of Education.

STATE TEXT-BOOK COMMITTEE.

By J. H. STRINE, Secretary.

N. B.—Ship all of your samples at the same time. Briefs concerning books sent will be distributed from this office, if received in time.

Western School News

MEETINGS

The Summer Session of the University oa California, Berkeley, opens June 26.

The National Educational Association, St. Louis, Mo., June 28–July 1.

Biennial Convention of City and County Superintendents, Sants Barbara, May 10.

Southern California Teachers' Association, Los Angeles, opena Dec. 21, 22, 23. G. L. Sackett, Ventura, Pres.

The National Summer School of Music, 2014 Van Ness Avenue, San Francisco, July 4–July 16.

Summer Session of State Normal School, San Jose, opens June 9.

The California State Teachers' Association, San Jose, Cal., C. L, Biedenbach, Berkeley, Cal., President. Mrs. M. M. Fitz Gerald, 1627 Folsom Street, San Francisco, Secretary. Dec. 26–31.

NOTES

Oakland will hold a school election April 23 for the purpose of voting bonds to the amount of $960,000.

* * *

The settlements on the Colorado Desert in San Diego County will employ ten or twelve extra teachers next year.

* * *

Elisha Brooks has tendered his resignation as principal of the Girls' High School, San Francisco, Cal., to take effect in July.

* * *

Professor J. E. Addicott of the San Jose State Normal School has been elected superintendent of the Newman Manual Training School at New Orleans.

* * *

Miss Estelle Carpenter, superintendent of music of the San Francisco schools, has completed an interesting exhibit for the St. Louis Exposition, showing methods and results of teaching music.

* * *

Superintendent Minnie Coulter of Sonoma County has issued several announcements requiring preparation on the part of the teachers for Institute work. City Superintendent E. M. Cox of Santa Rosa prepared for the Institute a series of questions on Chubb's English.

* * *

On Thursday, March 17, Justice Masterson of San Pablo, Contra Costa County, found Mr. Temperli of the Stege School District guilty under the compulsory education law and fined him $10. The father, after his conviction, promised to comply and send his son to school. Superintendent Bailey, Trustee W. H. Johnson and District Attorney Alvarado are to be congratulated in their successful efforts in enforcing the law.

* * *

The California Business College held a formal opening of the new home of the college, at 925 Golden Gate avenue, Tuesday evening, April 5. There were over a thousand people in the large hall. Rev. Dr. Rader delivered an address on "Education With a Dollar at the End of It," Jenne Morrow Long gave several readings, and a young business man, a graduate of the school, spoke of the progress of the school from one recitation room to thirty and from ten students to four hundred and fifty, and congratulated the President, R. L. Durham, on the great success of his work.

The Stockton Record's Creed on Teachers' Salaries

The *Record* believes:

1. That the salaries of teachers in the public schools of California should be substantially raised.

2. That in raising such salaries the increased cost of living, the standard of preparation required of the teacher and the wage paid other occupations should be taken into account.

3. That men and women should be paid the same salaries for the same class of school work.

4. That the increase in salaries should be provided for by increasing the county school tax so that ample provision may be made for increasing the salaries of teachers in both rural and city schools.

5. That the press of the State should unite in demanding better salaries for the teachers.

Your attention is called to the inclosed letter from Governor George C. Pardee and to the editorial which marks the beginning of the *Record's* campaign for better salaries for the teachers of California, and your attention is also called to the review of Superintendent Jas. A. Barr's work in the Stockton schools from the pens of many prominent educators of the State.

The *Record* will appreciate any comments you may care to make on its salary creed and on the campaign it has inaugurated.

Yours for better salaries,

IRVING MARTIN, Editor.

* * *

THE CALIFORNIA EDUCATIONAL DIRECTORY.

It contains the names and addresses of all county and city superintendents, members of county and city boards of education, the faculties of the State University and Leland Stanford Jr. University, the five State normal schools, and all public school teachers in California—some nine thousand names and addresses of wide-awake, intelligent men and women. The Directory is now ready and will be sent postpaid on receipt of $2.50. Many of our educators live at such distance from the cities that their purchasing is done entirely by mail. By aid of this Directory you can put yourself in touch with these discriminating purchasers.

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* * *

Teachers, both male and female, whose terms are drawing to a close, should either write us or call on us, as they can make more with us during their three or four months' vacation than their salary amounts to during the whole school year. Salary or commission, or both.

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* * *

Superintendent of Public Instruction Thomas J. Kirk has issued a suggestive program for the Biennial Convention of City and County Superintendents of Schools, at Santa Barbara, opening May 10th, at ten A. M. Governor Geo. C. Pardee will be present and take part in the discussions.

The Western Journal of Education

May, 1904

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The Western Journal of Education

MAY, 1904

EDITORIAL

The meeting of the Joint Board of Normal School Trustees and Presidents, held April 8 and 9, in the St. Francis Hotel, San Francisco, gave evidence that the work of rejuvenating this body, begun a year ago at San Diego, is bearing fruit. Again the members of this board have been held to the consideration of *issues,* and this time deliberations centered about a number of carefully prepared reports. If these reports deserve any creditable comment whatever, it is because they avoided that time-honored weakness of scholasticism which leads to fine phrases and well-rounded periods and then cries, "Behold! The thought has been well put; the riddle is thus solved. Finis!" These reports dealt with hard facts and practical issues; and they called for definite action in behalf of some yet unsolved problems in the training of teachers in California. They may not be sound or wise in what they have to propose; but they have made a plea for action where inactivity has too long blocked the advancement of the State's interests. If scholastic hairsplitting and disputation and their consequent paralysis of practical action continue to be the order of the day, it will be time for the State to ask where the blame lies.

* * *

The assistance which Governor George C. Pardee has given to educational interests in the State, through his masterful conduct of these two meetings, ought to be thoroughly appreciated by the State's teachers. To begin with, Mr. Pardee has himself clearly grasped the fact that the normal schools are professional schools, that their policy in the future must be shaped by that fact, and that the test of their work is the immediate serviceability to the State of their graduates. Operating under these sound ideas as to normal schools, Governor Pardee has for two years forced upon the attention of the joint board a series of questions which have served to sharpen issues and to secure a practical handling of them alike by normal school trustees and principals. He wants the State of California to receive the greatest and the most genuine and universal service possible from its educational institutions, in proportion to the support it gives them.

* * *

The great antithesis of the meeting was expressed in the terms "scholarship" and "training." Never before, perhaps, in this State

has the truth been more vividly expressed than here, that two great forces go to make up the teacher, in addition to native endowment, liberal scholarship, which supplies the substance, the background, of an intelligent teaching personality; and practical training, for the purpose of rightly and economically inaugurating the teacher's skill and experience. Never before was the further truth made so evident that neither scholarship nor practical training is a substitute for the other and that all future training of teachers must deal progressively and liberally with both. If teachers succeed who have been given scholarship alone, it is because by chance nature has endowed them with a superior teaching personality and instinct. If teachers succeed who have known chiefly practical training it is because they have the sense and the will somehow to supply the lack of culture. Barren technique is consequent upon lack of scholarship; inert and topheavy learning, learning that is of the head and not of life, encumbers him who is innocent of technical or professional skill. Scholarship is a good thing; practical training is a good thing. Let our institutions, universities and normal schools alike, do what they can freely in both these lines for the cause of a superior teaching force in the State. So the meeting as a whole found a battle ground in this antithesis; and from a variety of viewpoints came the call to advance the standards of one or the other of these interests. The effect of the meeting as a whole, then, was to emphasize the coördinate force of scholarship and of technical practical training for teachers. Both normal schools and (since the interests of university and normals seemed alike to be inextricably involved in common issues) the universities must give the State adequate practical answers to these questions: (1) What are you doing to select teaching personality, to separate the naturally fit from the naturally unfit? (2) What are you doing to further both the present and the future scholarship of the State's teachers? (3) By what means are you assuring yourselves that these you now send out can meet the practical issues of school management, class instruction, and special methodology, with a reasonable initial degree of skill and intelligence?

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After all, is it not becoming comparatively clear just what the State wants of all these institutions which are in any way concerned with the preparation of teachers? It asks for people who have been taught how to teach, people who can take right hold of the actual situations in any sort of a school and meet them effectively. It has no particular interest or concern with scholarship standards, nor with the hoary controversy which has long been waged between theory and practice, except in so far as these

affect the teacher in service; and it will survive in contentment either with or without pedagogy, psychology, ethics or child-study, providing the graduates of the aforesaid institutions can teach. Let us remember that the State has now fully advanced to that plane of civic intelligence which recognizes that the work of the teacher is technical, that it involves a personality, a scholarship, and a practical skill peculiar to the business. Being conscious of all this, all this is what it wants. The State is concerned with the practical product.

* * *

Democracy in Education

"Until the public-school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitations of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent effort at reform."

These statements seem to us to be eminently sound and to point the way to thorough-going educational betterment. The editor of the *Educational Review,* however finds them extremely dangerous. "The very obvious fallacy in this assumption," he writes, "lies in the fact that the school system does not belong to the teachers and does not exist for the teachers; it belongs to the public and exists for the public. If, therefore, it is organized and controlled in a way which rests upon the public will and derives its authority from the public will, whatever may be its specific form, it is democratically controlled. When the meaning of the words "democratic" and "democracy" comes to be fully understood, it will be clearly seen that it is just as democratic to have the public will exercised, either by a single individual acting under constitutional and statutory limitations—provided that individual is responsible to the public and is chosen by machinery which in turn rests upon the public will as its foundation—as it is to have the entire public endeavor to execute their will *en masse.* And experience shows that the former method is infinitely the more efficient and the wiser." Here are set forth two radically opposed ideals of school control. But before taking them up in order it is well to note that nowhere save in the school system is the will of the people exercised by a single individual. The public has willed that no single individual shall exercise its will as president,

governor, or mayor without the assistance of courts and legislatures. The American university is much less democratic that the foreign university, yet nowhere in the United States are its educational interests intrusted to its president alone. Indeed it would be exceedingly difficult to find anywhere a parallel for the monopoly of authority which is here claimed for the school superintendent.

It is quite true that the schools belong to the public, not to the teachers, but the public has read much of late—and if we mistake not a part of what it has read appeared in the *Educational Review*—upon the necessity of employing none but expert teachers. Are we to understand that all such statements have been superseded by the one injunction to the public to hire none but expert superintendents? There seems to be little occasion for teachers' colleges and normal schools if teachers are to do nothing but carry out the pre-formulated will of the people. Such schools may be needed to train superintendents whose business it is to help the people to find their will on educational matters, but teachers need not be trained to judge in educational affairs as they are only common laborers carrying out the public will as interpreted by the superintendent. Such opinions are peculiarly inopportune. They threaten to undo the work of years to raise teaching to the dignity of a profession. If the sensorium is to be located in one part of the system alone and all other centers are but to execute its mandates teaching must inevitably continue to be as dry and wooden a work as it has now become. What is the use of discussing educational plans before bodies of teachers only to be met by the disheartening response, "We can not do anything. We are slaves to a system, the course of study is fixed, the method of presentation is prescribed." Again is not much sound wisdom expressed by those students of education who complain that instruction in teaching helps them not at all, for when they go into the schoolroom they find every detail so fixed and regulated that nothing is left for them to do but mechanically unwind a chain which was forged by other hands. The profession of medicine is supported by the public and belongs to the public. So with law. But neither the physician nor the lawyer depends upon the public for instruction as to how to perform his services. And in a hospital the superintendent is but one of a staff of physicians with established methods of consultation and conference. So must it be in education if education is an expert service. If it is not other methods must apply, but the issue which is at stake is whether or not it is an expert service to be performed as are other expert services. Indeed there seems to us no justification for demanding that teachers be trained and no means by which the mechanical lifelessness of school work can be prevented other than making the teacher —every teacher—an

active partner in the work of school administration. The silent partner relation has proved a failure in every department of life. We agree most heartily that what is needed is "official and constitutional provision for submitting questions of methods of discipline and teaching, and the questions of the curriculum, text-books, etc., to the discussion and decision of those actually engaged in the work of teaching." The superintendent should control but the teachers should be able to express their expert judgment thru regularly established conferences with them. This plan may involve difficulties, but it is a tremendous improvement upon the old one, and any man who impugns such public discussion and the appeal to intelligence which it involves, is indeed a timid democrat and appears to distrust the basic principles of our common life.

* * *

Shall We Tell the Whole Truth in History?

Not very long ago a company of teachers spent an evening very profitably in discussing the teaching of history in the elementary schools. It was pretty generally agreed that common-school history should be somewhat different from university history. That the common schools should impart a knowledge of the life-giving traditions of the nation, that the ideal introduction to United States history would be an American Iliad or Æneid which should mold American manhood as Homer and Virgil molded the characters of generation after generation of Greek and Roman boys. While education awaits the coming of a great national poet it is well at first in teaching history to dwell upon its human side, to make it a study of men, motives and results, to make it biographical in the best sense of that word, *i. e.*, biography reflecting the organization of social life not detached and apart from it. At this point the question arose whether the teacher should tell the whole truth concerning the historical personages studied. It was suggested also that few historic characters are free from blemishes and that the whole truth about them would not be altogether savory. This difficulty is a very practical one which must frequently arise in the mind of the teacher. Is there any way to settle it? We think there is. Education is a progressive mastery of knowledge. There are first lessons, and second lessons, and third lesson in any subject. There is a popular knowledge and a critical or scholar's knowledge. The elementary schools do not exist to give the latter sort of knowledge. They must confine themselves to the first or elementary lessons. These first or elementary lessons tell the truth, they can not tell the whole truth. Their mission is to present those aspects of fact which are most generally helpful and make for the widest social usefulness. To spend time in detailing the weaknesses of character of Colum-

bus or of Washington appears as gratuitous a service as to tell a child who is gleefully creeping about on the floor that the truth of creeping lies in walking. The thing simply does not belong to his stage of development. The mother who answers her child's questions with regard to Santa Claus as they arise, is a wise woman. The teacher must be wise in the same way, and fit the knowledge which she imparts to the learner's needs as they arise.

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Evolution vs. Revolution

What will become of the phrase "I believe in evolution rather than in revolution" now that Professor De Vries has proved that evolution proceeds by revolutionary leaps and bounds in producing new species? Such a criticism was needed to shock ultra-conservatism into respectable progressiveness. Indeed it has become almost a habit to play off these great words upon each other to escape doing anything when the situation seems to call for somewhat unusual action. That rhetorical refuge has fortunately disappeared, and until another equally effective idol of the tribe has been found we should face the facts in a more strenuous fashion. It might be well in this interval of freedom from the obscurantism of phrases to evolve somewhat after nature's fashion in shaping new courses of study, consolidating schools, raising the pay of teachers, changing the character of the institutes, making compulsory education compulsory, and putting the training of teachers upon a more scientific basis. If these things are to come at all they should come quickly and men who have so long followed nature faithfully should not desert her now.

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Theory and Practice

What is the relation of theory to practice? This is a question on which we need to box our compasses. Many seem to believe that theory is a sort of day-dreaming indulgence of idlers and an infliction which they are prone to thrust upon practical workers who are altogether too busy to be troubled by them. This view of the matter leads to provocation on both sides and quite naturally for it is not a truthful view. Theory is meditation upon practice, is pondering upon its meaning and the connection of its parts. Theory is thought about practice. If it does not proceed from practice then it is not theory but fancy, which is quite another thing. The Greeks had a practical knowledge of nature. All her facts were spread out before them just as they are spread out before the men of to-day. They did not ask many questions concerning her. They were not working along that line. Greek science was practical. Modern science is theoretical. It began when men began to ponder over the appearances of nature, to ask questions of how and wherefore, and to seek for causes which as yet

they had only thought about. Theory organizes, orders, solidifies practice and makes a perfect tool of it. Not one but both of them are necessary to the successful accomplishing of any work.

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Faulty Teaching of English

An editorial in a late issue of one of the large daily papers of California calls attention to the persistent neglect of "what lies at the very basis of all learning—that training which shall enable the pupil to speak and write correctly his own mother tongue. If any one doubts this he need only question a few little schoolboys or girls upon the street, listen to the language they employ in their play, or, better still, enter the school and observe the form in which a large majority of scholars put the answers directed to them in class." As a result, the schools of all grades are graduating pupils without that modest but necessary accomplishment, the ability to use their own language correctly. Palming off such a faulty education upon parents who make great sacrifices to send their children to school is like palming off a spurious coin upon a blind man. This neglect of the most essential training occurs alike in city and in country schools. It is, perhaps, more common in the latter than in the former. Mr. Mosely, the head of the commission which came from England to study the schools of the United States, was very favorably impressed with most that he saw here, but concerning the teaching he has recorded one pointed criticism. "If American teaching fails in any respect, it is in the matter of inculcating the power of correct and accurate English speech. Again and again I heard children in the public schools give ungrammatical answers quite unchecked. The teachers seemed content to receive correct answers to questions in geography or history instead of being dissatisfied until the correct answer had been given in correct language. This was the one serious defect I found in the public schools." There is only one remedy. It is for teachers, principals, superintendents and school boards to allot more time to each lesson and to make every lesson a lesson in the use of language. More attention to the special study of language in a half hour set apart for that purpose is not needed. Indeed, there is too much of the disconnected study of the subject already. It must be studied through its use in other subjects.

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Speech of the Japanese Emperor on Education

Whatever success as a nation Japan may have attained is due in large part to *Bushido,* the system of ethics which each generation has taught its successor for many hundreds of years. Its principles are very clearly stated in the famous speech of the Japanese Emperor which is read regularly in all the schools of Japan. The speech runs thus:

The Founder of our Imperial House and our Imperial ancestors laid the foundations of our Empire on a grand and everlasting basis, and deeply implanted the virtues to be ever cherished. The goodness of our subjects, displayed generation after generation in loyalty and piety and in harmonious coöperation, constitutes the fundamental character of our country, and from this the principles of education for our subjects have been derived.

Do you, our subjects, be filial to your parents, kind to your brothers, harmonious in your relations as husbands and wives, and faithful to your friends; let your conduct be courteous and frugal, and love others as yourselves; attend to your studies and practice your respective callings; cultivate your intellectual faculties and train your moral feelings; foster the public weal and promote the interests of society; ever render strict obedience to the Constitution and to all the laws of your Empire; display your public spirit and your courage on behalf of our country whenever required, and thereby give us your support in promoting and maintaining the honor and prosperity of our Empire, which is coeval with the heavens and the earth. Such conduct on your part will not only be what is fitting in our good and loyal subjects, but will also suffice to make manifest the customs and manners bequeathed to you by your ancestors.

These instructions, bequeathed to us by our Imperial ancestors, to indicate the course of conduct which we and our subjects are bound to pursue, have been of unfailing validity in all ages past as in the present, and in all countries whatever.

Consequently we trust that neither we nor our subjects shall at any time fail to observe faithfully these sacred principles.

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The San Jose Normal Summer School

To the San Jose Normal School must be given the credit of opening and successfully carrying on a summer school whose work was outlined especially to meet the needs of teachers thruout the western coast. It meets the needs of those who have been deprived of training in any professional training school, and professionally trained teachers whose ambition leads them to seek higher rank, or to pursue some special branch of teaching more definitely.

One year ago the Joint Board of Normal Trustees authorized the Faculty of the San Jose Normal to try the plan of holding a Summer Session. The argument advanced then for its organization still holds. It was said that there was a distinct need for such a school because over half of the teachers of this State have had no professional training and no opportunity was offered

them so long as no normal school was in session during their vacations.

The Summer School at San Jose opened June 29, 1903, with an enrollment of 175 teachers. Regular normal work was offered in all lines. This year the Summer School opens June 29th, and will continue in session six weeks. Work will be given in all grades and all subjects required by the California school law. Especial emphasis will be given to drawing, nature study, manual training and music. The facilities of the above lines of work will be the best in the State.

The whole thought in the arrangement of work of the San Jose Normal School is to offer such courses as will be most beneficial to the teachers of the primary and grammar schools of California. The program is so arranged that all recitations will be held in the afternoons. The afternoons will be free for laboratory work, library work and excursions of interest. The Saturday excursions are to be a feature of the session. A trip to Mt. Hamilton and many of the other excursions are to be under the direction of a committee of the Faculty.

Tuition is free in all departments. Laboratory fees will not exceed $1.00 in any department. Students in manual training are charged for the material used, which will not exceed $2.50 for a full course. Board can be obtained at $15.00 to $20 00 per month. The entire expense of the six weeks session need not exceed $50.00.

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The coming Summer Session at the University of California bids fair to exceed in importance any similar gathering hitherto held in the Pacific states. And from present indications the occasion will be taken advantage of by unprecedented numbers. The fact is, it may be some time before we shall again have such an opportunity, for the congresses organized by the St. Louis Exposition have induced many of these notable American and European scholars to travel in our direction. Other things being equal, the country that affords its teachers the best opportunities for conference with each other and contact with truly representative people, will enjoy the best educational system. To be cut off from such sources of ideas and inspiration is synonymous with falling into ruts and dropping behind the times. Certainly an opportunity of rare promise is at hand in California. Teachers of science—and members of the medical pro-

fession as well—are looking forward with livliest interest to the presence of such men as Professor Svante A. Arrhenius, University of Stockholm, whose researches in physical chemistry have proved of great importance, especially in the field of medicine; Dr. Reginald A. Daly, geologist of the Canadian government, an authority on the subject of physical geography as a high school study; Professor Hugo de Vries, University of Amsterdam, whose theoretical work in botany corresponds to the practical work done by Mr. Luther Burbank in California; Professor Jacques Loeb, whose standing as a physiologist both in America and Europe needs no comment; Sir William Ramsay, University College, London, a scholar ranking second to none in the field of chemistry. Fortunate, likewise, are students of history in being able to meet in one and the same faculty Professor Bernard Moses; Professor H. Morse Stephens; Professor Frederick J. Turner, University of Wisconsin, the foremost authority on American history; Professor Archibald C. Coolidge, Harvard University, whose work in Asiatic history and politics is now attracting much attention. Persons who care to keep abreast of the times in Greek and Latin studies can hardly afford to miss the lectures of Professor Morris H. Hogan, Harvard University, whose influence in this field is being felt the whole country over. And again, in the matter of English instruction the University is to be congratulated on having secured the services of Professor Francis B. Gummere, Haverford College, and Mr. Hammond Lamont; the former known by his *English Poetics*, *Germanic Origins*, and other books; the latter by his instruction at Brown University and of late by his brilliant work as editor of the New York *Evening Post*. French and Italian will be ably represented by Professor Charles H. Grandgent, Harvard University; Spanish by Professor Fonger de Haan, Bryn Mawr College; Celtic —for the first time on the coast—by Dr. Richard Henebry. Instruction in psychology will be given by Professor James Ward of Cambridge, England, and by Professor Stratton, who has just been called to John Hopkins. Special courses in education will be conducted by Professor Frank McMurry of Columbia University and by Professor Moore. The subject of music in educational institutions brings to mind Professor A. A. Stanley and the way he has developed this phase of student life at the University of Michigan. He will be at Berkeley not only to lecture but also to train a mixed chorus made up of summer session students.

THE CO-OPERATION OF UNIVERSITY AND NORMAL SCHOOLS

To the Joint Board of Normal School Trustees.

GENTLEMEN: Your committee, appointed at the last session of this board to report on the affiliation of University and Normal Schools, submits the following report, entitled

THE CO-OPERATION OF UNIVERSITY AND NORMAL SCHOOLS.

The possibility of definite coöperative relations between the University and the Normal Schools must depend upon certain interests which they have in common. Sympathetic coöperation of these institutions can only obtain under a clear understanding of each other's fundamental ideas and of their common interests, if they have any. The implied obligation is mutual.

A University should mean opportunity, in the highest and most liberal sense, for exact knowledge and thorough training. In receiving the young man to studentship, it should undertake to show him the way to his greatest personal effectiveness in life, to intensify his individual force and energy. The ideal of the University should fall no whit short of the best, most effective manhood or womanhood possible. To this end it should foster in the young man or woman aims and habits of exact and thorough knowledge, real skill in action, high and liberal life-ideals, and the patient, dispassionate attitude of mind in all matters of investigation, controversy, and policy in action. It should make for these ends in their highest, completest sense, because such ends are the marks of greatest human effectiveness. Perforce, therefore, the University must represent *all* fields of human activity. Perforce, also, it must seek to advance not only knowledge, science, but the art of life itself; and for this reason it involves today high specialization. It becomes a professional school, to a greater or less extent, the moment its students set about real specialization; and in proportion as its professional aim becomes apparent is it forced to deal with the issues of practice.

Relative completeness of sound, intelligent, poised and efficient human character, and special fitness of the individual to some one of the higher functions needful in society and for the commonwealth, therefore, sum up the aim of the University.

The Normal School, at present, stands solely for the training of elementary teachers. Its greatest concern, therefore, is the practical effectiveness of its students in the teaching art. The Normal School undertakes to supply but one of the demands for effective human service—the demand for teachers. When the State creates schools to this specific end it is at once apparent that its only gauge of the returns it gets for the expenditure is the

practical effectiveness of the normal graduates in service as teachers. Practical training in the teaching art, therefore, must, perforce, be the pivotal issue in Normal School work. From this point of view the true Normal School selects the types of manhood and womanhood which should undertake to train and instruct the children of the State; from this point of view, again, it deals with the question of the teacher's general culture, either in placing its entrance requirements where they will insure a fair intelligence in the incipient teacher, or in offering a semi-cultural curriculum to the same end, or both. Finally, from this same point of view of its obligation to train a good, practical teacher, the Normal School deals with such problems of ethics, psychology, pedagogy, special method, etc., as are aids to the work of the teacher, making such selections and arrangements of this auxiliary material as will best make for intelligent practice.

Such character, intelligence, and practical skill as make for an efficient elementary teacher, then, constitute the aim of the Normal School.

If this characterization of the University and Normal School has been sound, it follows that they differ chiefly in scope and completeness. The Normal School has but one field of social service in view, that of the teacher, and such character, intelligence and skill as belong to it. The University, in a sense, has all the higher callings and professions, at least, in view, and such character, intelligence and skill as belong to them. The latter is unquestionably completer, broader, more liberal in its views.

On the other hand, neither is merely ornamental or an end in itself; both are rather democratic demands, existing for the ends of the commonwealth, and incidentally both are increasingly instrumental in shaping public opinion touching the issues with which they deal. Finally, both are concerned with questions of education and the training of teachers, and stand in this respect in common, vital touch with State interests.

The grounds, then, for any coöperative relation between Normal Schools and University are to be sought in the facts that both constitute the chief sources from which the State should draw its teaching force, and that it is, therefore, incumbent upon *both,* in this work of training teachers, (1) to select good teaching personality; (2) to see to it that candidates for the teacher's work possess an adequate background of general training and culture, and, if they intend to teach a few selected branches only, adequate specialization in the same; (3) to give them adequate *practical* training before final recommendation or certification, and (4) some intelligent grasp of the problems of a teacher, especially of those bearing upon the special methodology of the subjects to be taught.

These obligations the University and the Normal Schools unquestionably have in common. They differ only in these respects:

That the former is concerned chiefly with the training of the secondary and supervisory force, and hence with the more liberal culture, training, and closer specialization of its students; and that the latter are concerned chiefly with the elementary teaching force, and hence with the details which pertain technically to the elementary teacher's tasks. If this difference has been productive of any bias or undue tendency whatever, it is that the University has emphasized mastery of subject matter and liberality of culture to the exclusion of practical teaching skill, while the Normal Schools have emphasized the theory and practice of the teacher to the exclusion of adequate and thorough culture.

If this bias exists, and we think it does in general, it reacts upon the work of training teachers in each case in two ways, (1) in the *emphasis* of something highly essential, but (2) also in the *neglect* of something equally essential in the training of teachers. Alone it does not readily lie within the power of either institution to remedy its own defect. Time is too short in the case of the Normal School to warrant any less attention than it is now giving to the practical issues of the elementary teacher. It is bound to send its teachers out ready to do good service. The general scientific and cultural aims of the University, on the other hand, are too liberal and comprehensive to permit at once of complete and ready adjustment to the direct, practical issues of training teachers.

In the light of these facts and the situation which they reveal, therefore, your committee believes that liberal and earnest efforts should be put forth in behalf of the *coöperation,* in the training of teachers, of the University and the Normal School; and that such coöperation should be undertaken largely with the idea that each institution now stands in a position to supplement the work of the other. We further offer the following positive suggestions for the purpose of provoking thought and action looking toward complementary coöperation:

1. From the point of view of both general and special culture and training, the University should be regarded as the proper complement of the Normal School. The signs of the educational times, as well as the general demands of a modern democracy, point not alone to the need of a thorough and liberal initial scholarship in the elementary school teacher, such, for example, as is provided by a good secondary school, supplemented by the Normal School, but to continued studentship, at least throughout one's professional life. Nowhere can the stimulus to views of higher culture, to deeper insight and more thorough mastery be had, if not in the University. Why, then, should the University not stand, also, for liberal opportunities for the continued studentship of the elementary teacher, especially as this service is in harmony with its predominant work at the present time? The call to some University training comes to many students during the

Normal School course, to others after a few years of practice. We believe that the University should be ready to receive these teachers who, in addition to the Normal course, seek a more liberal training; that the teachers who feel drawn to a University, especially for the sake of a fuller culture, should be encouraged, and that whatever the University does for them it does for the uplift of the teaching force of the State.

We believe, furthermore, that, to this end, the University should give those Normal School graduates who are also graduates of accredited high schools, credit on a University course; and that it should at least receive other graduates of the four years' Normal School course on an equality with high school graduates, in those courses which, in themselves, do not require the reading of Latin sources.

We recognize that some of these courses make Latin prerequisite; and that Latin, properly taught, has high value in the cultivation of a certain language sense and power—still higher value, when it has been a matter of long specialization, as an aid, *e. g.,* in literary or historical studies. But over against the limited Latin which the average high school graduate has attained, and which in most cases he pursues in the future only with a view to teaching it, we would call attention to the greater maturity of the Normal graduate, who averages probably two years older than the high school graduate, the earnestness and intensiveness of his work as far as he goes, and the liberal touch he possesses, with a good deal of culture essential to the teacher. Those who are acquainted with the Normal School work know that it stands for relatively high attainments in certain lines; that it requires maturity and very close application; that the atmosphere of a professional school lends to its students' endeavor a dignity, earnestness and sense of values which tend constantly to intensify study. While there is much to be desired here, as in all schools, there are no grounds for minimizing present attainments. Latin is not in our Normal Schools, it is true, because of the great demands for general everyday intelligence, the great racial and national stock in trade of modern society, which they must meet; and because of the relatively greater value in the teacher's practice of these other things. But we do not deem it right on this account to refuse Normal graduates admission to courses that will benefit them and which they can successfully pursue, when their adequate maturity and training can not be denied. The ability of the Normal graduate to do such work has never been disproved. Only those Normal graduates who feel the call will seek the University; the interests of the latter could, we believe, be further conserved by making entrance to the University, as above suggested, contingent upon the recommendation of the Normal School faculty.

One of the reasons why boys are not in our Normal Schools,

why they are not receiving the practical Normal training as a propædeutics for the higher University training for supervisory positions, is that no just and ready connection obtains between the work of the two institutions. No better method of rearing a good supervisory force in the State can be devised than the Normal course, which aims to train directly for practical effectiveness, supplemented by a few years of practical experience and ultimately by higher culture attainments at the University. Such means of approach to supervisory educational work should at least be made as possible and ready as any other.

This method of increasing male attendance at the Normal Schools, and at the same time lending professional character and experience to the supervisory force of the State, is worth our careful attention. Let us mark these features: (1) It will tend to secure men in the student bodies of our Normal Schools, and hence in the teaching force of the State; (2) it opens the way to a University training for the best of them, just as do the high schools; (3) when these young men have the University equipment for supervisory work, they approach it with practical professional training, University culture, experience, and (since they are also Normal trained) some intelligent sympathy for the very training of a majority of their own teachers, a thing very greatly to be desired.

Thus far your committee has spoken entirely from the point of view of Normal Schools. It remains to add that coöperation will not obtain except the Normal boards and faculties evince a willingness to profit by straightforward and intelligent discussion of the above propositions on the part of University men. If the Normal School curriculum can meet its fundamental obligations equally well or better by other methods and materials than it now uses— materials offering at the same time a better background for University culture—we should be known for our eagerness to hear from and profit by them.

2. We believe it lies in the power of the Normal Schools to offer practical training to the University candidates for teacher's certification. We sketch the plan briefly as follows: The Normal Schools are already equipped to give practical experience in teaching. That, indeed, has been their main interest and intention. They possess training schools and a supervisory force to this end. Let, therefore, the University student, who intends to teach, first complete his culture courses and theoretical pedagogics at that institution, and then transfer to the Normal School, in whose training department can be given practical experience in nearly all lines of teaching required in the ordinary high school. The method of instruction in the later grades is not materially different from that of the high school in the same subjects. Certain elementary instruction, furthermore, is good pedagogical training for secondary instruction. With present facilities the

Normal Schools can furnish practical training in English, literature, history, civics, natural science, mathematics, art and music. Only the foreign languages are not represented. Opporunity for instruction in these lines can be supplied (a) possibly in the local high schools, or (b) by the addition of a grade or two to the Normal training schools. Such enlargement would entail no appreciable additional expense. Further facilities for such students, especially where the four years' course still obtains, could be had if some of the earlier Normal classes, which could be put, either entirely or in part, in charge of University candidates under supervision. The handling of such classes would supply abundant initial experience in the technique of instruction, direction of studies, examination and gradation of papers, and in the general technique of school-keeping. By the latter method many in the Normal faculties could find time for general training school service, who are now given wholly to academic work. Suffice it to say that this plan offers the double advantage of good training of secondary teachers through legitimate practical experience, and of still further forcing the Normal faculties to deal with the practical training issues. That the presence of a number of University students at the Normals could be made to mean both the right sort of experience for them and an intensification of the real purposes of these institutions can hardly be doubted. Nor does the plan offer any insurmountable obstacles in execution. It involves but a moiety of what is expected of the German candidate for secondary certification, after he completes his University training. It is vastly too easy in this country to attain the rank of a secondary instructor.

Not the least feature in favor of the foregoing plan is the fact that its execution is possible without additional cost to the State. The five large plants already supplied by the State of California at San Jose, Los Angeles, Chico, San Diego and San Francisco, should be utilized to their fullest extent. If there is anything they can well do to aid in the unsolved problem of training secondary teachers for the State, is there any reason why they should not do it?

Again, some familiarity with the work of our Normal Training Schools is further desirable in these University graduates who intend to teach, when we remember that they are also entitled to practice in the elementary schools of the State, and that they leave the University with practically no knowledge of what to do in an elementary school.

Finally, the success of the plan would hinge equally upon the willingness of the Normal Schools to utilize, so far as possible, the students' University training, especially in those lines which bear upon the teaching of special subjects, such, *e. g.*, as history, science and English. Like every other coöperative scheme, this one implies mutual frankness, earnestness and openness to the

benefits of experience; but under such conditions it is not impossible that University instruction should react upon the Normal practice, and the latter upon the former, to the benefit of both.

3. Your committee's third and final recommendation grows out of the fact that the institutions under discussion are also the State's greatest instruments for the formulation of educational issues and the shaping of public educational opinion. They should be more than mere forces in this direction. They should be *organized* forces, working consciously together. We recommend, therefore, that this joint board take steps to bring about a sort of joint institute or convention of the educational faculties of the Universities, Colleges and Normal Schools of the State, and possibly of such other State institutions as represent State educational work in any way, for the purpose of discussing their own bearing upon general State issues and their relations to each other, and for the purpose of shaping policies and of inaugurating reaction upon public opinion. While we suggest such a convention especially for the educational faculties, we wish to add that invitation should be extended also to other departments of the several faculties who may desire to attend because of the more or less direct interest which they have in the general educational interests of the State. Let the discussions be drawn from the fields of common interest and endeavor. Both Normal Schools and Universities are concerned, either directly or indirectly, with the problems of secondary education, with the training of teachers, with the relation which education in general bears to the State's industrial and social development and needs, and any one of these interests would furnish splendid topics through the discussion of which all these institutions could come to a better understanding of one another.

Further objects of such a convention would be to give publicity to the work of training teachers; to bring about a better organization of our work through learning from each other and pooling what wisdom in this great issue we may have. Not the least important benefit to be expected of this effort would be a forcing home anew to the attention of the teachers of the State the fact that there is a developing science of education and of the training of teachers; and the emphasis of certain first principles especially with reference to the teaching of the several school subjects. The official STATE JOURNAL stands ready to give such work, ably undertaken and accomplished, publicity. Everything will depend on the skillful arrangement of such a convention's program. To this end we recommend that the chairman of the joint board appoint two Normal School men to act as a committee of program and general arrangements, said two members of the committee to have power to select a co-worker from each of the Universities, and the committee of four, as a whole, to have power to arrange a program, and to fix the time of, and arrange

for, the first convening some time early in the coming school year.

We recommend further that these conventions be held during the school terms and that leave be given to attend. Such an arrangement will emphasize the earnestness of the purpose which underlies their inauguration.

Finally, we recommend that this joint board pass a resolution strongly urging the Normal School educational faculties to attend such a convention.

In submitting the above recommendations as a whole, your committee realizes that it has in no sense dealt with the details of their execution. That is impossible where but one party, the Normal Schools, is as yet represented in them. Details of execution must necessarily be left, therefore, to the joint arrangement of both parties, University and Normal schools. It has been the function of your committee, therefore, to make specific recommendations, with this reservation in mind, not so much along the line of affiliated courses, but rather with a view to urging cooperation in the sense of complementary endeavor.

C. C. Van Liew, Chairman.
Clifford Coggin.
Frederic Burk,
Committee.

* * *

PHYSICS AND EVERYDAY LIFE

The older name of physics, still current in England, is natural philosophy, and it records the early attempt to reach a fuller and more connected understanding of some large groups of occurrences in common life through the study of this subject; that is, to come at an intelligent view, or philosophy, of what is seen familiarly in that domain of nature. Now the real claim of physics to be regarded as one center in education grows out of this close relation to matters of universal experience. And the revised methods of study, which insist upon experiments as a marked feature, can be supported properly only by the belief that young people are thus aided most effectually in an effort to comprehend the phenomena of everyday life. The modern school-laboratory was never designed deliberately to break away from the older tradition implied in the term, natural philosophy; but the thought underlying the reform of method was that the vital elements in the processes of nature could be recognized more readily by repeating them in combinations simpler than those which occur spontaneously. To appreciate what the indications of a barometer or a thermometer mean; to connect the observed influence of lakes and ocean upon climate with the known physical properties of water; to conceive aright why the pump acts, the chimney draws, the dew falls, the ford looks shallower than it is found to be—in a hundred in-

stances like these, information, and power, and insight can be gained, we hope, by girls and boys equally, under a good teacher's leadership in classroom and laboratory, with every stimulus of vivid interest.

But, meanwhile, the current of discovery and invention is running swiftly, and the industrial arts founded directly upon physics have grown and multiplied beyond parallel, until the choice of appropriate material for elementary instruction is embarrassed by the very wealth of the resources thus placed at our disposal. How are our accounts of them to keep pace with all new applications of physical principles, without carrying the bulk of the text-book beyond the bounds set by obvious practical considerations? At this point, where selection becomes a necessity, we seem especially exposed to the risks of a distorted perspective, which sees things large because they are novel, and measures educational values more by the sense of wonder excited than by the degree of understanding that the pupils can be led to obtain from what is put before them. We are under some temptation to transfer the main emphasis from humble discussion of everyday happenings of all times to the more startling developments in recent years; or to the latest bold conceptions and ingenious experimental methods of professional physicists. Yet the endeavor to keep school text-books of physics "strictly up to date" will surely prove to be a mistaken ambition, if the paragraphs inserted with that intention on such topics as "Liquid Air," "Wireless Telegraphy," "Hertzian Waves," "Polyphase Motors," "Röutgen Rays," and "Radio-Activity" actually dull the appetite for more thoroughgoing explanations of common things. For physics is not, on the whole, a highly spiced diet of marvels and speculative theories; its substantial value, in the schools and elsewhere, is connected with the continual practice it gives in thinking simpler things out to definite and verifiable conclusions. Sound instruction in physics will never encourage and accept superficial thoughts about matters that are still too complicated to be rightly understood; but we shall always need to strengthen in young people who study physics, by our selection of material and our connected treatment of it, the habit of patient attention to close reasoning, and an honest desire for thorough mastery. At any stage of the instruction, of course, difficulties still to be conquered will be mentioned incidentally, but a wise teacher guards his pupils carefully against self-deceit and inflated ideas on these points.

It would be misleading, certainly, to contend that even the most elementary instruction of to-day must perforce ignore the material advances of the past fifty years, and pass by in silence the newest conquests of research. Undoubtedly there are some aspects of modern inventions like telephone and dynamo which can be brought home to beginners, and which satisfy any test of wholesome and nourishing food for their minds; yet a strong plea

should be made with writers of text-books, and with teachers of physics, to keep three questions steadily in view, by which to sift the new items that are presented for inclusion in the scheme of work. First, in how far would their introduction involve using the language of a theory whose validity the pupils can not judge for themselves—even approximately? The acceptance of theories, prematurely and upon insufficient examination of the evidence for and against them, stifles the very spirit that the study of science should cultivate. We may imagine what Huyghens would think about some of the cheap talk in the schoolroom on light-ether and wave-theory; or what Maxwell's judgment might be about the kinetic theory of gases, as presented by young pupils who have learned a few statements by rote. Suppose, however, that the material is safely on the ground of simple and established facts, which can be made to appeal to the pupils without committing them to theories that they are in no position to defend. The question remains, as regards principles or phenomena, what general bearings can they be shown to have? For their value here depends in part upon their typical character, and their explainable relation to many other combinations—preferably to those which occur most frequently and as parts of ordinary experience. Then, thirdly, since we are concerned with discriminating selection, it must always be asked, what else will be displaced, if we include this particular item? One topic must be weighed against others, in order to fix the net gain or loss.

Many changes would follow, if these three questions were brought to bear habitually by those who are charged with the responsibility of making out detailed programs for work in physics. Wave-theory of light, kinetic theory of gases, and other morsels indigestible for high-school pupils, would have to go. This would leave the way open for gaining fuller command of the facts in the action of mirrors, prisms, and lenses, and better insight into the everyday consequences of other empirical laws, like those associated with the names of Boyle, Charles, and Dalton. Again, speaking now to the second question, it would no longer be the rule that classes in physics should turn aside from common phenomena, in order to discuss Wheatstone's Bridge, and the centimeter-gram-second system of units. The former is a special method for the accurate measurement of electrical resistance, standing far aside from general interests. And, as regards the latter, we ought to remember that generations of men were able to look into mechanics very intelligently, before Gauss proposed any scheme of "absolute units." The mere numerical simplifications attained by using the dyne, erg, and watt, are dearly bought, when the necessity of memorizing the preliminary definitions befogs the essential ideas of pound-weight, foot-pound, and horsepower, all connected more closely with familiar weight-force. The danger has been found real, that such insistence

upon matters of technical physics fosters a sense of dislocation between the physics of the schoolroom and life going on out-of-doors; and that good opportunities of building up interest in the commonsense explanations of ordinary things is thereby lost. One might almost suspect a conspiracy to repel all liking for physics, by putting to the front unessential technicalities, and placing them, along with metaphysical definitions of matter, molecule, etc., at the very threshold of the subject.

An intelligent canvass in detail of the average school course in physics reveals many incongruities like the examples just quoted, and suggests, as one cause of them, the lack of a unifying thought in the plan; that is, the appreciation of the purpose of elementary instruction in physics seems vague or wavering, and the conception of the proper methods is not always clear in outline. It is difficult to explain otherwise the mixture of survivals from older days, like the exaggerated emphasis upon mechanics, and the continued separation of magnetism, current electricity, and electrostatics, with latest news from the frontiers of discovery. Nor is it easy, on any other basis, to account for the visible discrepancies between dogmatic announcement of theoretical view at one place, and elaboration of experiment on other points. The actual situation, however, is due to a combination of conditions, some of larger scope and unavoidable, some less easily defensible. The nineteenth century was overcome by the rapid ripening of an abundant scientific harvest, and judgment of many relative values was unsettled. The echo or reflection of these disturbances is apparent in our secondary schools to-day. It is true, too, that there was something of an attempt to put new wine in old bottles; the reorganization of material and method for the newer forms of education was not far-reaching enough. But all of these faults can be corrected by adequate effort; only we must bring trained minds to bear upon the task. A fair field lies open before teachers of physics in secondary schools, in revising the list of topics included, and in weeding out remnants of method that are discordant with the central idea of experimental anaylsis. A safe middle course is to be steered, with the teacher's hand on the helm, kept closely in touch with familiar things, and devoted to satisfying accounts of them, that are scientifically sound, though elementary in range. The popular tendency toward recognition and inclusion of newest discoveries must be met conservatively, at least until that material has been adapted sufficiently to the ends here in view. And the college examiner in physics must be resisted, if he throws his influence on the side of making the first beginnings too nearly parallel to his own courses, and overlooks essential differences between the college student and the high school pupil. In fact, if a college professor is pedagogically wise, he will be among the first to lay stress upon these differences, and to protest against neglecting proper foundations

in the high school, and mistakenly imitating there the model of advanced courses. The trained minds, therefore, which will be of best service in carrying through the requisite reconstruction of courses in physics for the secondary schools, must be evenly balanced with real knowledge of the science and real training in education; that real knowledge which can make matters simple, attractive, and yet substantial. And then the day of hack-work on text-books will have passed; both that of the professor who is an amateur in education, and that of the professed pedagogue who has no critical power in the material and methods of science.

FREDERICK SLATE.

* * *

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Conncil and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

The Reading Course as a Scheme for Building Up a Sense of Solidarity or Companionship—A Stimulus to the Isolated

This JOURNAL's editorials of December and January last, stating concise and forcible truths bearing vitally on the work of our teachers, considered both individually and collectively, deserve to be read more than once and carefully weighed.

Here are two sentences from these editorials:

"Only a scholar can breed up scholars, and only a hopeful, hard-working, and studious teacher can breed up the hopeful, hard-working, and studious men and women that our country needs and demands of the schools."

"The most pathetic thing about our whole school system is the small amount of encouragement which is given to good work. Teachers want to do their best, but they are so isolated and so forgotten in their struggle for life that discouragement is apt to be their lot."

We want our teachers to be scholars; to have the scholar's love of truth, and to prize the pleasures of intellectual activity.

We give them a start in their period of preparation, and then leave them too much alone.

What a sharp transition it is when a would-be teacher, with glowing ideals and a determination in tune with the parting exhortation to do valiantly, goes out from normal or university to a rural school; from helpful guidance and sunny, stimulating comradeship, to work chiefly self-directed, and in many instances utterly alone. It is a transplanting from an intellectual hothouse to an open wild. It is a severe test. If there is in one thus transplanted enough vitality and adaptability to keep the beginning of scholarly faith, hope, and love alive until fresh roots can find food for growth in the new soil, the life may survive and eventually draw nourishment from distant sources—the intellectual life beyond the hills that hem in the little schoolhouse.

I can not help sympathizing with the young man who, about two years ago, took his first school at a point sixty miles from a railroad, worked faithfully and successfully, but at the end of the year gave up teaching and entered another line of work, because he found no stimulus or comfort except within himself. Let us be cautious about asserting that he should have found enough in himself to fortify him in perseverance. His experience is not unique; he is but a beginner in the work.

"The true, great want is of an atmosphere in intellectual aims. An artist can afford to be poor, but not to be companionless. No one can live entirely on his own ideal."

Any reasonable plan for building up the sense of companionship is thoroughly worth while. County and State gatherings of school teachers and officers, visitation by superintendents—more often than once a year and longer than ten minutes, even if it is (rather, just because it is) sometimes thirty miles between schools—an official journal, the summer school, a higher certificate based upon proficiency; all of these help to strengthen the sense of solidarity and to provide stimulus even to the pickets. And now add another aid to solidarity by means of reading—you in your corner and I in mine, but each alive to the other's working—according to the direction of those whose experience and position enable them to chose our reading-matter wisely. In these days of wireless telegraphy we should not be unbelieving toward this means of winning unseen companions. And when, at meetings by chance or plan, our companionship becomes more realistic, we shall have a worthy basis for conversation, discussion, and mutual helpfulness.

THE SUPERINTENDENT HAS THIS TO SAY OF A S. T. R. C. AND THE VALUE OF READING IN LOS ANGELES COUNTY.

I believe that a reading course for the teachers of the State is a timely and needed movement. As a body, the teachers need

to continue their professional study and growth from year to year. Some neglect this because of the distance that separates them from the great teaching body while they are at work, so that at best probably one-half of the teachers do the proper amount of reading or the proper kind of reading from year to year.

If a course can be prepared along broad and progressive lines for the teachers of the entire State, and if every county can be induced to adopt this course, our profession will receive an uplift in a very few years that will astonish even the most sanguine.

But for this course more will be required than that a printed list of books shall be sent out. The work should be so planned that those teachers who desire it may be examined as to their proficiency in what they have read, and when they pass a successful examination they should be given a certificate or credential of some kind, showing that they have completed this work.

It seems, too, that good results will follow the discussion of the reading course at the institutes by lecturers who are masters of the subjects considered. Such reviews or discussions ought to greatly increase the value and efficiency of our teachers' institutes.

There is a very great tendency on the part of our teaching body to become impractical so far as anything outside of the teaching profession is concerned. This course of reading ought to correct and overcome this tendency. It ought to keep teachers in touch with the activities of life outside of the profession as well as keeping them abreast of the profession.

The need of a reading course has been greatly felt in Los Angeles County, and in consequence the teachers at the institute in 1901 adopted a course for the teachers of the county, and in 1902 and in 1903 they adopted reading courses for the succeeding years. The course planned for Los Angeles County for the school year 1904-5 touches four lines of thought:

First, pedagogy and psychology. The four books for that course are "The Philosophy of Teaching," by Tomkins; "English Education in the Elementary and Secondary Schools," by Sharpless; "Talks to Teachers on Psychology," by James, and "The Story of the Mind," by J. M. Baldwin.

The second course is devoted to science. The four books to be read in that course are Pruden's "Story of the Bacteria," Heilprin's "Earth and Its Story," Huxley's "Lay Sermons," and Fiske's "The Idea of God."

The third course is devoted to history and general literature. Its four books are "Methods in History," by Mace; "The Americanization of the World," by W. T. Stead; "Walks Abroad," by Smith, and "American Writers of To-Day," by Vedder.

The fourth course is devoted to current reading, and the peri-

odicals mentioned are *The Outlook, Public Opinion, Literary Digest,* and *The Review of Reviews.*

Thus far the reading course in Los Angeles County has been purely voluntary and has not been followed by any large percentage of the teachers, but at the session of the institute last December the teachers, as a body, took a decided stand in favor of reading some one of the four courses recommended by the reading committee and adopted by the institute. I feel safe in saying that in due time Los Angeles County will adopt the Teachers' State Reading Course and make as good use of it as any body of teachers in the State.

AN EXPERIENCED INSTRUCTOR OF TEACHERS AND OF INSTITUTES HAS THIS TO SAY OF READING COURSES.

In these days, every intelligent person is a reader. The teacher, of all men, has need of that fullness of knowledge and breadth of view which can only come by much reading. Yet experience shows that an unfortunately large number of teachers read very little, and then not wisely. They plead that they are overwhelmed by demands of school details. They often live where public libraries are inaccessible. Their private purses do not permit expenditures for book purchases. In part, too, they are not fully alive to the importance of continuous intellectual inspiration through reading.

What is to be done to better these conditions? The movement for teachers' reading courses should certainly be of great service. First, it should put within the reach of ambitious teachers the opportunity to get the books that have been eagerly longed for. Second, it will stimulate dormant aspirations for intellectual acquisition. Third, it will operate by the contagion of good example and suggestion to open the eyes of the blind to new possibilities of attainment. By all means, therefore, let the proposed plans be prosecuted. Every school administrative officer, and every instructor of teachers, will rejoice in the success of a movement which emphasizes continued culture development after normal school or university training days are over.

Practical questions of ways and means, of course, need careful attention. The experience of other States in this field, notably Indiana, should be considered in its relations to our California conditions. An ideal plan might involve a combination of official initiative and public appropriations at first, with coöperative support and management by the teachers themselves. Circulating libraries have been found feasible elsewhere. Might they not succeed here? If the initial cost can be met from the public funds, will it not be fair and practicable for readers to pay run-

ning expenses? The taxpayers must be considered, and so must the teachers.

But whatever the method of organization and support, no one should doubt that a very great extension of the reading habit among teachers is a crying need.

* * *

To What Lines of Reading Should Class Exercises Tend

Taking it for granted that due attention has been given to the laying of a good linguistic foundation preparatory to the teaching of reading, there are certain lines that may be isolated for drill, although they form a unity in the purpose of teaching pupils to read. Each day's lesson—and, indeed, the lessons of different days—should be so varied as to give power through interest, and a distinct recognition of the aim of drills and study. There will then be a common and apparent earnestness in the exercises. No devices will be considered at this time, the intent being to suggest some directions which reading lessons may take.

1. Sight reading is an important factor in all grades, though interpreted differently in receiving grades from grades above. In the beginners' or receiving grade, children are taught words at sight, no attention being given to the component parts of such words. These words are read at sight, singly, or combined into sentences or phrases. This is called sight reading. In grades above the lowest, power has been gained to find new words and combinations of words for oneself. Sight reading in these grades is used to designate the power to read, without previous preparation, selections containing known words, without previous studied preparation. The subject matter for such lessons should be interesting, progressive according to grade, and simple as compared with the regular, formal, studied lessons. It should also abound in interest. The object of such lessons is, in the main, to get thought readily and interpret orally for the pleasure or information of listeners. Such reading is of great assistance to later "silent reading."

2. Studied reading, which may also be taken in classes from the lowest, and should be continued throughout the grades, is for the purpose of overcoming all difficulties and removing obstructions from the path of the reader before he stands to read to the class. Such obstructions are new or *difficult words, phrasing,* which clears or obscures the meaning of content according as it is rendered by the reader, *elision* of letters or syllables, *slurring* of final consonants, *rapidity* at expense of clear, distinct articulation and pronunciation, lack of power to grasp several words at a glance, or *look ahead,* and above all, ignorance on part of pupil (and sometimes of teacher) of the cause of individual faults,

or "poor reading"—all may be overcome by conscious drill on part of teacher and pupil. Individual failings will be helped by pointing out the cause and remedy in this studied reading.

3. Closely allied with studied reading is *silent reading,* but its function does not end in study. Many of the difficulties mentioned above are to be discovered by reading the lesson over silently. Skill on the part of the teacher during class study will soon enable pupils to detect, while reading silently, their own shortcomings, as soon as they are met, and to ask for the required assistance. When this point has been reached, the pupils are on a sure road to success, and silent reading for this purpose is invaluable. But there is another important function in silent reading. It is thought-getting, and interpretation. Future information reading, true enjoyment of literature, and, indeed, all, depend upon this power of silent reading. It should be encouraged from the first by placing interesting and suitable literature in the hands of the pupils, to read for their own amusement. Some oral reproduction—not too much—will enable the teacher to discover how much the child is getting from the little jingles, poems, gems or stories that he has read silently.

4. The danger of teaching children how to read and not directing their taste has been emphasized strongly by G. Stanley Hall. The outside or *home reading* is too often neglected by otherwise careful, conscientious teachers. More thought should be given to the nature of children's home literature. Encouragement should be given to the purchase of books for home libraries. To be truly helpful in this matter, children's books, magazines and other current literature may be profitably read by teachers. A few good things that can be recommended upon such authority will not only serve to direct the taste of children, but will create a sympathy between them and their teacher born of common interest.

To summarize: Let the time devoted to reading have the distinct aim of reading something worth while, and reading for a purpose.

So vary the work of each day and different days that different lines may be followed in drills and kinds of lessons, as—*sight reading* by beginners; sight reading of unprepared lessons by grades above the lowest; *preparation* or *study lessons,* for next day's lesson, with tactful help and suggestions for self-help, by teacher, leading to power to detect their own needs; *studied reading,* to be read without interruption after having been prepared; *silent reading,* for its various purposes of reproduction, information-getting, amusement or interest, leading to power to interpret good literature; outside or *home reading,* directed by teacher, to

keep child in touch with good current literature, and to supply a helpful rather than a dangerous tool for the fashioning of taste and character.

R. F. English, S. N. S.

San Jose, Cal.

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Books and Magazines

This is a volume of well-selected extracts from Roman literature, intended to be used in connection with a text-book on Roman history by high school or college classes. It should also be of much assistance to students of Latin who care for more than a grammatical study of their subject.

The same publishers have recently issued a very good edition of Irving's "Life of Oliver Goldsmith," with an introduction, notes and questions by H. E. Coblentz. The book is printed in good type and tastefully bound in cloth.

Another volume of more than passing interest has just been added to Heath's remarkable "Belles-Lettres Series." It contains Goldsmith's "Good Natur'd Man" and "She Stoops to Conquer." The unusual beauty of the type and the tastefulness of page and binding, together with ample notes and introductory material, combine to make this an unique series.

* * *

This volume appears two years after the death of its author and is the last of many labors for which the people of our country are indebted to him. The man who wrote "The Hoosier Schoolmaster," and was so familiar with the difficulties that beset the schools, was convinced that a satisfactory text-book on United States history, a book which should tell the story of our national life in clear and concrete form and should not neglect the things which are more important even than political events, remained to be written. He spent his last days in writing such a book. The progress of invention, and of the settlement of the country, living and getting a living, are more prominent than usual in this account. A series of brief biographies are appended to the text. The illustrations are plentiful and of much assistance to the text, while the maps included are excellent. As a supplementary work the book should be of great value.

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A Source book of Roman History by D. C. Monro, University of Wisconsin. Boston D. C. Heath & Co.

New Century History of the United States by Edward Eggleston. New York: The American Book Company.

In this volume the author has endeavored to make plain the principles of the kind of athletic work that has resulted, undoubtedly, in making the little Japanese women the strongest and most cheerful members of their sex to be found anywhere on earth. In Japan "the weaker sex" is not to be found, for the women are as strong as the men. This is due to the fact that the women exercise in about the same way as the men. For more than twenty-five hundred years there has existed in Japan a system of bodily training known as *jiu-jitsu.* In feudal times a knowledge of it was imparted under the strongest oaths of secrecy, only to the *Samurai* or the military class—to the men that they might fight, to the women that they might rear fighters. When the present emperor came to the throne all feudal rights and customs were abolished and this system of exercise is now taught in hundreds of schools to millions of Japanese people. This book describes the methods of exercise employed so thoroughly that they can easily be carried out without an instructor. Here is a message of good health which should not go unheeded.

* * *

"The most effective school work in composition is done by inciting pupils to speak and to write with the utmost freedom, without hampering them in the beginning with rules." The first book is designed for the third, fourth and fifth years of the child's school life. Each year has ten weeks of work based upon object lessons, ten weeks on the study of pictures, ten weeks' study of stories and poems and five weeks' study of notes and letters. Book II is both a grammar and a composition, which are supposed to be used together. So far as learning composition from a book is concerned, these books are probably as good as the others of their class. But the class as a whole is harmful. It puts no emphasis upon teaching language in the natural way, *i. e.,* having the child express freely what is in his mind, what he has seen, felt and heard outside the school or inside the school, but instead it puts an unnatural and trivial content before him with the request that he learn to speak and write by speaking and writing about it. It may be necessary to have a few such lessons in a book on such a subject, but any book which does not once in the long course of its lessons call for the spontaneous expression of experience on the part of the learner is a bad book. Again, we conceive that exercises in oral expression should have nine times as much attention as written work on the part of children in the grades. The imperative "write" occurs altogether too freely here for the peace of mind of the pupil or the pedagogical success of the teacher.

In addition the American Book Company offers "Australia,

Physical Training for Women by Japanese Methods, by W. I. Hancock. New York: G. P. Putuam Sons.

Steps in English, Books I and II, by John Morrow, A. C. McLean, and Mrs. C. Blaisdell. New York: The American Book Company.

Our Colonies and Other Islands of the Sea, a Geographical Reader," by Frank G. Carpenter, a very vivid and readable account based upon his personal observations in those countries, and a book which should be generally useful as a supplementary reader in the study of the new geography of the United States.

"Baldwin's Spelling by Grades" is another of their recent productions. This book contains the words that are used in "Baldwin's Readers," arranged for the most part, in the order of their occurrence. A teacher who is bent upon teaching spelling in the old-fashioned way will find it useful. But to one who has found a more satisfactory method the book will hardly appeal, as the principle upon which the words have been selected will not pass muster.

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This is a very elaborate analysis of the results of attempts to reproduce from memory short passages of prose assigned to be studied for such reproduction. It might, perhaps, be questioned whether the title of the article is fully justified; but aside from this, it can not be questioned that an investigation of the sort is well worth while. To understand better the facts about the memory of the words and the ideas contained in the printed matter studied by children would doubtless be of very great value to teachers; so far as the study under discussion reveals such facts it will be of use, and it does seem to suggest, at least, some interesting questions for further investigation. The generalization that the memory test "is probably as near a test of general ability as any could be that appealed largely to specific powers," is important, too, if just, and the author's facts seem to bear it out.

The greatest value of the article, however, seems to lie in the emphasis it places on the need for any rational system of education, of a clearer understanding of the mechanism of mental processes, and in the suggestion it contains of the lack of definite technical canons in experimental psychology. In physics, in chemistry, and to a less extent in biology, the experimental method has been worked out till it is a fairly trustworthy engine of investigation. To a layman it would seem that this can not be said of psychology. In the present study, for instance, the basis for induction is very narrow; only 212 persons were tested; these were distributed among a great variety as to age and training—from the first grade of the primary school to post-graduate students in the university—so that the number of any one group was very small; only a few tried to reproduce more than one passage. The author has recognized this objection to his work in the re-

The Psychological Review: Monograph Supplement, Dec., 1903. A Study of Memory for Connected Trains of Thought, by E. N. Henderson.

mark that "only in so far as the individuals tested are typical can the results be said to be universally valid." Then, the passages reproduced were assigned for study for the purpose of reproduction; this may not have altered the character of the attention given them in such a way as to affect the results, but it seems more likely that it would so alter it, and it certainly is not legitimate to assume, without test, that it would not, and to seek to apply the results of such a study to work done by students with a different aim in mind. Some method of control for experiments of this kind is imperatively demanded.

The author seems to have had the limitations of his method in mind, and has handled his material in the main with proper care, but the statement that "Not age, but training, is probably the secret of whatever greater ability the older classes possess," can be in no way whatever justified by the results of the investigation, since all of the older persons tested had also all the additional training it was possible to give them; neither the author's own data nor those quoted give any chance to compare the abilities of persons of equal ages but unequal training.

* * *

Mr. Clifton Johnson's story of old time schools and school books is so interesting and exhaustive, one can only wonder that it has not been done long before.

The book is a fat one, containing three hundred and eighty illustrations, and tells all that can be told about the curiosities of educational methods from 1642 to 1842.

Many of the accounts, both of schools and school books, are almost unbelievably ignorant, priggish and grotesque, and show that no matter what the educational sins of to-day, things have changed and improved out of measure and the children of to-day have a chance at least of some truth and some knowledge.

The first school began in the Settlement of Boston—very naturally—and was designed to teach the Scriptures chiefly, "It being one cheife project of ye ould deluder Sathan to keep men from knowledge."

These schools were a trifle "inconvenient," according to one of their masters, who describes his as "The glass broke, and thereupon raw and cold: the floor broke up for kindling, the seats burned or out of kilter and one as goods keep school in a hog stie."

Children whose parents failed to pay up their share of the stove wood were expelled or put in the bleakest corner to reflect upon this parental lack.

The school supplies were little beside an occasional globe, except for the beginners' writing class, whose members were required to possess "pen knife, quills, paper, good and free ink:

Old Time Schools and School Books, by Clifton Johnson. New York: The Macmillan Company.

likewise a flat ruler for sureness and a round one for dispatch: also gum sandrich powder with a little cotton dipped therein."

Naturally the ferrule was the "standard implement for reforming the erring pupil," and the rattan, the cowhide, and even the cat-o'-nine-tails was not forbidden or discountenanced.

Some of the matter set for copy and intended to adorn a moral as well as become an aid to ready penmanship sounds oddly enough to our more modest ears:

"Joan is a nasty girl."

"Ugly witches are said to have been black Cats."

The primers of the time remembered only too well their origin as so-called books of devotion, and were filled with little maxims both religious and secular, many of them mere vacancy and vulgarity.

After the revolution things improved with the picturesque district school, which, though bare and smoky and comfortless enough, yet had masters of some learning and manners as teachers, who were "boarded round." One of these records in his diary that the family where he was quartered killed "a gander" upon his arrival, and with the addition once or twice only of hot Johnny cake, this was the entire sustenance during the week, after which he writes, over the date of Saturday, as follows:

"Dinner—cold gander again. Didn't keep school this afternoon. Weighed and found I had lost six pounds; grew alarmed and had a talk with my host and we concluded I had boarded out his share."

The "Noah Webster Spelling Book" is full of moral precepts and some of a character somewhat harder to define:

"Never pester the little boys."

"Large bushy whiskers require a good deal of nursing and training."

While Mr. John Franklin Jones, in his "Analytical Spelling Book," declares: "Let the best child in school have a good ripe red peach and five blue plums and ten grapes and a nice new book."

It is always made clear that it is the little Charleys who love their school and their kind parents and the little Marys whose "hands and face are made clean whose hair is cleared of snarly locks and neatly rolled in papers" who are going to ride in the "coach and two" whose picture heads the lesson.

Rev. Royal Robbins in 1835 wrote an "Universal History," in which he says that Creation occurred "about 5829 years ago," and adds that "Darwin an infidel in accounting for the origen of the world supposes that the mass of chaos suddenly exploded like a barrel of gunpowder and in the act exploded the sun," which

went on exploding things until the whole solar system was set going.

These rather extended quotations will serve to show what a mine of information can be "exploded" in this book. It would be amusing if it were not tragical to see what was done to innocent children in the name of education and with the best of authority and intent.

It is very certain that the teaching of those days was intrusted to ignorant and inefficient people and that the text-books were prepared by anybody who chose to write one, with no demand by parents or public or state that these books should be faithful exponents of even the little learning then common. As for the culture of Europe, it seems to have been a sealed book to the people, while they rejoiced in their isolation and ignorance.

* * *

Philosophy is the study of first principles. The effort to discover the underlying conceptions of educational thought is the task of the philosophy of education. Though the literature of education has grown amazingly in recent years in keeping with the multiplication of schools, books of this sort are rather rare. It is a somewhat astonishing fact that Rosenkranz's volume, published in 1848, has held the field almost without a rival. Herbert Spencer's "Essay on Education," published in 1861, is perhaps the nearest approach to a philosophical consideration of the subject that has since appeared. Articles and monographs that discuss this or that phase of the matter have been numerous, but almost no attempt has been made to unite their dismembered parts into a philosophic whole. Professor Horne's work, therefore, is timely. We quite agree that "the educational truth today is the unification of those educational truths for which the separate factions are fighting." But this unification of doctrine is just the thing that is wanting here. What is needed is a more thorough discussion of education and a more thorough discussion of philosophy. The strength of the book lies in its schematic presentation of the subject. The biological, physiological, sociological, psychological and philosophical aspects of education are discussed in this order. But the strength of the book is its weakness. It is evident that such fundamental subjects as the place of the body in education, the classification of the sciences, the educational value of science, education and morality, the training of the will, the disciplinary value of studies, education for culture and for use, and a host of other basic problems, can not be adequately treated in such short space as is given to them here. Consequently the obvious things, the commonplaces, crowd out such

The Philosophy of Education, by H. H. Horne, Ph.D., Assistant Professor of Philosophy and Pedagogy in Dartmouth College. New York: The Macmillan Company.

fruitful discussion as readers have a right to expect in a philosophy of education. The treatment of interest and effort is a case in point. There is little profit in defining effort as the strain consciousness puts upon itself in performing unattractive work, and using rhetorical phrases which are scientifically unsound to bolster up the definition; nor will an appeal to a single writer help; what is wanted is a weighing and a measuring. The doctrine of interest as stated here is equally unsound, while the will is regarded as a magic power, as if the writer were a faculty psychologist. We fear that the best literature of education has been skimmed rather than absorbed in making this book, and the result is rather disappointing.

* * *

Pestalozzi's Idea Realized

Under this title a most interesting article by Professor F. August Forel will be found in the last number of the *International Quarterly.* It is an account of an educational experiment of great importance which is going on in England, France and Germany at the present time in several schools of secondary or high school grade. In 1889 an English scholar, Dr. Cecil Reddie, became convinced that "the majority of our youth still waste a large part of their school career in studying subjects, such as the dead languages, which only a few really require in after life. They merely touch upon modern languages and natural science. They remain ignorant on nearly all points touching their personal life and their relations to society. And the history of their own country, with the life and thought of the modern world, is left almost a blank. School games, moreover, need reform quite as much as school work. There is considerable analogy between the cram of athletics and the cram of 'classics.' The boys are tied down, with little regard to individual tastes, to playing the same few games, and these highly elaborate and artificial."

He started a new school for the harmonious development of the whole nature of the boy. The training, therefore, is fourfold:

1. Physical and manual training, to be derived partly from games and partly through useful manual labor.

2. Artistic and imaginative, through poetry, especially through the stirring incidents of history immortalized in songs and ballads, the learning and singing of which is a special feature. The school should be made beautiful and that as far as possible by themselves. It is also proposed to train the boys as far as possible through the creation of the objects of their daily lives; with this object they are taught carpentry, carving, metal working, etc.

3. Literary and intellectual. The scholars are to be trained to a complete command of the mother tongue, both for speaking and writing, and to understand and appreciate its literary treas-

ures. A cognate language is necessary even to the understanding of the mother tongue. It is now recognized that French and German can be made fully equal to Latin and Greek as mental discipline. They are easier to master and have a far more immediate use. Every boy will therefore learn French or German. Indeed, he will learn both these languages. Latin, and, if possible, Greek, will be taught to all, however only their very simplest elements. All languages will be taught by the natural method. Grammatical analysis, instead of preceding, will follow facility in the practical use of the tongue. History and geography will be concrete and taught in close connection. Natural science will proceed from observation to generalization. Music is also very important.

4. Morality can not be taught by lessons or by sermons. It is the outcome of the whole influence of the school. Example, idea and practice shall combine to produce it.

The new school was established at Abbotsholme, in Derbyshire. In its program intellectual work of the new sort occupies five hours per day. To productive manual labor, four and a half hours per day are devoted, and two and a half hours are given to artistic work and recreation.

It prospered mightily. The French savant, M. Desmolins, saw it and it inspired him to write "The Superiority of the Anglo-Saxons," and to found a similar school in France. Dr. Herman Leitz went to Abbotsholme to teach German and returned to found a similar school in the Hartz Mountains. It is of this school that Professor Forel writes. A single quotation will tell much of its plan and spirit: "I had sent word of my coming, and on reaching the station I met my son, as tawny as an Iroquois, waiting for me with a carriage. We arrived at the end of about an hour at Haubinda. I saw a man of medium height, but with a frame of Herculean strength, wearing a straw hat, a pair of drawers, and a pair of sandals, and nothing else. He advanced toward our team and my son said to me: 'This is Dr. Leitz.' A little further on I perceived a band of young 'Indians,' dressed like the doctor, harvesting a field of wheat with a zeal that delighted one's heart." That it is possible to unite the right sort of physical with the right sort of intellectual education these experiments have abundantly proved. Unfortunately for us, they have yet to be made in our country.

* * *

A City School Board

The last number of the *Forum* contains a resume of a recent discussion by President Eliot of this subject: The chief concern to him is the constitution of the school board. He regards seven as the ideal number for such a body. They should be chosen by "election at large, one member at a time or two at a time, and each member reeligible once, but no more." The chief qualification for member-

ship in a board is public spirit, hence they should serve without pay. "They should create and fill their own executive offices, direct expenditures, and settle questions that arise in carrying out their policy." All executive service should be declined. Experts should be employed to take charge of this. It would be as rational for a city to expect such a committee personally to build a bridge, lay out a park or supervise a hospital as to handle the intricate and delicate details of a school system. In these days all executive work should be in the hands of experts.

* * *

The Need of a New Basis for Supervision Dr. J. M. Rice, reasoning upon the results of his recent investigation of the teaching of arithmetic and language, finds that successful work comes from successful schools, not from successful teachers here and there, and concludes that the power to teach was not born with the teacher but was developed and could be developed to a greater or less extent in the majority of normally constituted people, not, however, by our present normal-school training, which is preparatory, but by certain special powers possessed by the principal. Successful school work, therefore, depends upon the employment of principals who are born with, or are capable of acquiring the power to develop power in their teachers. The test of good teaching must be its definite results. It is possible for all schools to achieve what only a few are achieving now. No educational work can compare in importance with endeavor to improve our demoralized schools until they shall at least achieve what one-third of our schools are already accomplishing. The tests must be vigorous and should set the same standard for all. It is the chief duty of the superintendent to fix these standards, to carefully test the work and to see that the results do not fall below them. His office should become a department of results.

* * *

The kind of Science for Schools Lord Avebury, better known as John Lubbock, in a recent address at the opening of the Cambridge and County School for Boys, expressed some conclusions which are as pertinent to our situation as to that of England. "A great deal of nonsense is, it seems to me, talked about the necessity of knowing things 'thoroughly.' In the first place, no one knows anything thoroughly. To confine the attention of children to two or three subjects is to narrow their minds, to cramp their intellect, to kill their interest and in most cases to make them detest the very thing you wish them to love. Would you teach a child all you could about Europe, and omit Africa, Asia and America, to say nothing of Australia? Would that be teaching geography? Would you teach him one century, and omit the rest? Would that be history? To teach one branch of science and ignore the rest is

not teaching science; and, lastly, to teach one or two subjects only, however, well, is not education. Let me quote the opinion of a great educational authority, Dr. Creighton, speaking of the new Birmingham exhibition: 'In your own regulations for matriculation I am glad to see that science is included. But I am rather sorry to see that the expression is *a science*, the prescribed sciences being mechanics, chemistry and physiography. Suppose, then, that chemistry is taken. A man may get a degree without knowing the difference between a planet and a star, or why the moon goes through phases. At this early stage of education should not science be treated as one subject, and a general knowledge of the rudiments be required?' "

* * *

On Grammar and Poetry

From far-off Australia comes a cry which should be heard on this side of the Pacific. "Every year," says Mr. Goyen in *The Australasian Schoolmaster*, "I see in many of our schools the same treatment of good sentence forms, the same absence of attention to the points that make the forms good. It is my experience that the average teacher teaches to the best of his ability what is prescribed for him to teach. The kind of work the absence of which I am pointing out is not prescribed, and is therefore not taught, or taught only in a perfunctory way. Parsing and analysis ought to be held to include thought and form. What is the teacher's work in the teaching of poetry? It is to make the reading and recitation of it a genuine enjoyment to his pupils, not to turn the poet's garden into a valley of dry bones. He has to construct for his pupils a suitable background for the poem, to put them at the point of view of the poet, to make them realize the poet's picture and feel his emotion and the rhythm and music of his verse; in brief, to aim at making the poem live in their imagination as it lived in the imagination of the poet. Poetry is the culture subject of primary schools, and the pity is that it should be treated so inadequately. We talk (foolishly I think) of our primary education being too literary. The truth is, it is altogether too unliterary."

* * *

Child Study and Improved Grounds

From the other side of the continent come two small pamphlets prepared by the enterprising Superintendent of Schools of Maine, Mr. W. W. Stetson. The first is "An Experiment in Child Study." The second is on the "Improvement of School Buildings and Grounds." The teachers of the State were asked to answer a list of questions, sent to them by the department. The motive of this inquiry was to lead them to a better understanding of their pupils and to help them to fit their instruction to the learners' needs. They

were required to report upon the physique, bodily carriage, intellectual capacity, emotional tendencies, will power, strength of memory, acuteness of reasoning, vividness of imagination, observation, manners, morals, motives that influence, articulation, language, favorite studies, success in studies, character of books read, talents, interest and attitude toward school work of their students. The returns are decidedly interesting, and while they are not, perhaps, of great scientific value, they represent a practical application of child study which is very refreshing.

The pamphlet on school grounds reviews the history of this subject and gives abundant directions for practical work. Such a discussion is invaluable for setting standards and offering suggestions for the improvement of the schools. We respectfully commend it to the attention of our State Department. What has been done in Maine is needed in California and is entirely possible. Copies of these pamphlets may be had by addressing the State Superintendent of Schools, Augusta, Maine.

* * *

NOTES

"The Best Tales of Edgar Allan Poe" is a neat volume, edited by Sherwin Cody and published by A. C. McClurg & Co., Chicago, Ill. The book is dedicated to Albert Webster, Walter Blackburn Harte and Richard Hovey. The beautiful dress of the book, the excellent print, will make it a favorite volume with all the lovers of Poe.

"Music and Its Masters," by O. B. Boise, is published by J. B. Lippincott & Co., Philadelphia, Pa., with six portraits. Price $1.50. Mr. Boise is a musician of international reputation and has written a book that should be in every library. This work is the result of thirty years' study and preparation.

"A Selection from the World's Greatest Short Stories," illustrative of the history of short-story writing, is a beautiful volume of more than ordinary interest. Sherwin Cody has edited the volume with excellent critical and historical comments. There are thirteen stories: "Patient Griselda," "Aladdin," "Rip Van Winkle," "A Passion in the Desert," "A Child's Dream," "A Christmas Carol," "The Gold Bug," "The Necklace," "The Man Who Would Be King," "On the Stairs," are among the selections. The publishers are A. C. McClurg & Co., Chicago, Ill. Price $1.00.

"Overtones, a Book of Temperaments," by James Huneker, published by Charles Scribner's Sons, price $1.25 net, is a book of rare value to the student of music. The contents are as follows: "Richard Strauss," "Parsival: A Mystic Melodrama," "Nietzsche the Rhapsodist," "Literary Men Who Loved Music,"

"Anarchs of Art," "The Beethoven of French Prose," "Verdi and Boito," "The Eternal Feminine," "After Wagner—What?"

"The Torch," by Herbert M. Hopkins, Bobbs, Merrill & Co., publishers, price $1.50. is a novel of unusual interest to those fond of a good story, and well drawn characters. The book treats of the inner administration of university affairs. The story is full of interest and the liveliest kind of college life. The atmosphere of university life may be found on every page. The book is new and original. The types represented are composite pictures, and it would be difficult to find the characters in real life. The author has a most excellent style. His English is good and the book has many enjoyable features.

* * *

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Superintendents' Meeting

The biennial convention of county and city superintendents of schools will convene this year in Santa Barbara, on May 10, and the session will open at 10 o'clock A. M. Thomas J. Kirk, Superintendent of Public Instruction, has prepared the following program for the use of the convention:

Tuesday, forenoon—After welcome, greetings and responses.

Appointing committees.

"The School Superintendent on an Official Visit," Superintendent Edward Hyatt.

Discussion: Superintendents Sackett, Waters, Miss Ames, Mrs. Silman—five-minute speeches.

General discussion: (Speakers to occupy not more than five minutes each.)

Afternoon—"Teachers' Salaries: Why should they be increased? What, if any, practical method of changing manner of payment by rewarding experience?"

"By What Means Shall Increase of School Revenues Be Secured?" Superintendent J. W. McClymonds.

Discussion: Superintendents Langdon, Hyatt, McLane, Gordon, Garner, Miss Brincard—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.)

Wednesday, forenoon—"The Act Creating a Fund for the Benefit and Support of High Schools After a Year's Trial," Superintendent Mark Keppel.

Discussion: Superintendents Erlewine, Crawford, Dunn, Conrad, Freman—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.

"How May We Abridge with Safety the Present Manner of Drawing Trustees' Orders, Superintendents' Requisitions, and Auditors' Warrants?"

Report of Special Committee: Superintendents Bailey, Davidson and Hyatt.

General discussion: (Speakers to occupy not more than five minutes each.)

Afternoon—"The Act to Enforce the Educational Rights of Children (Compulsory School Attendance), After a Year's Trial," Superintendent James A. Foshay.

Discussion: Superintendents F. P. Davidson, Cox, Adrian, Shumate, Stockton—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.)

"How May the Demand for More Technical Training Be Met by the Public Schools?" Superintendent James A. Barr.

Discussion: Superintendents J. D. Graham, Barker, Shumate, Waterman—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.)

Thursday forenoon—"The Law Providing for Union School Districts, Results Since Adoption, Future Promise," Superintendent T. O. Crawford.

Discussion: Superintendents Wright, Barbee, Howard, Stirling, Edwards, J. B. Davidson, Walker, McPherron, Baldwin—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.)

"Teachers' Institutes—Should they Be Abolished?" Superintendent D. H. White. "If Abolished, What Substitute, If Any, May Be Asked For?" Superintendent F. P. Johnson. "If Not

Abolished, How Can They Be Improved?" Superintendent Miss Coulter.

Discussion: Superintendents Moore, Nichols, Adrian, Reager, Bateman—five minutes each.

General discussion: (Speakers to occupy not more than five minutes each.)

* * *

BULLETIN NO. 32

STATE OF CALIFORNIA, DEPARTMENT OF EDUCATION-

Giving the Law and the Rules of the State Board of Education Under Which High School Certificates and Special High School Credentials May Be Granted.

The law is found in Section 1521, Sub. 2, of the Political Code, which enumerates the following powers and duties of the State Board of Education: "2. (*a*) To prescribe by general rule the credentials upon which persons may be granted certificates to teach in the high schools of this State. No credentials shall be prescribed or allowed, unless the same, in the judgment of said board, are the equivalent of a diploma of graduation from the University of California, and are satisfactory evidence that the holder thereof has taken an amount of pedagogy equivalent to the minimum amount of pedagogy prescribed by the State Board of Education of this State, and include a recommendation for a high school certificate from the faculty of the institution in which the pedagogical work shall have been taken.

"(*b*) The said board shall also consider the cases of individual applicants who have taught successfully for a period of not less than twenty school months, and who are not possessed of the credentials prescribed by the board under the provisions of this section. The said board, in its discretion, may issue to such applicants special credentials upon which they may be granted certificates to teach in the high schools of the State. In such special cases, the board may take cognizance of any adequate evidence of preparation which the applicants may possess. The standard of qualification in such special cases shall not be lower than that represented by the other credentials named by the board under the provisions of this section."

GENERAL RULE RELATING TO THE GRANTING OF HIGH SCHOOL TEACHERS' CERTIFICATES UNDER THE PROVISIONS OF SECTION 1521, SUB. 2 (*a*) OF THE POLITICAL CODE.

Rule 1. On and after this date, and until further notice, high school certificates may be granted according to law as provided

in Sections 1521, Sub. 2 (*a*) and 1775, Sub. 1 (*a*) of the Political Code of California to graduates of the universities belonging to the Association of American Universities, as follows:

University of California, Berkeley, California.
Catholic University of America, Washington, D. C.
The University of Chicago, Chicago, Illinois.
Clark University, Worcester, Massachusetts.
Columbia University, New York City, New York.
Cornell University, Ithaca, New York.
Harvard University, Cambridge, Massachusetts.
The Johns Hopkins University, Baltimore, Maryland.
The Leland Stanford Junior University, Palo Alto, California.
University of Michigan, Ann Arbor, Michigan.
University of Pennsylvania, Philadelphia, Pennsylvania.
Princeton University, Princeton, New Jersey.
University of Wisconsin, Madison, Wisconsin.
Yale University, New Haven, Connecticut.

Graduates of the above mentioned institutions may be granted certificates upon presentation of a recommendation from the faculty of any one of these institutions; provided, that such recommendation shall show that the applicant has taken courses in the theory of education, or in the actual practice of teaching, under supervision of the pedagogical faculty, equivalent to twelve hours per week for one half year; provided, that after July, 1906, at least one-third of the prescribed pedagogy shall consist of actual teaching in a well-equipped training school of secondary grade, directed by the department of education.

RULES RELATING TO THE GRANTING OF SPECIAL CREDENTIALS, UNDER THE PROVISIONS OF SECTION 1521, SUB. 2 (*b*) OF THE POLITICAL CODE.

(Attention is called to the fact that under the provisions of the section referred to above, the standard of qualification applied to applicants for the special credentials shall not be lower than that represented by Rule 1; and that such special credentials may not be granted to any applicant who has had less than twenty months of experience in teaching.)

Rule 2. Graduates of institutions belonging to the Association of American Universities who have taught, with decided success, as regular teachers or as principals, at least twenty months subsequent to graduation, in any reputable school, elementary or secondary, may receive special high school credentials.

Rule 3. Graduates of colleges of recognized high academic standing, who have had pedagogical training equivalent to that

prescribed in Rule 1, and who have taught with decided success at least twenty months subsequent to graduation, in any reputable school, elementary or secondary, may receive special high school credentials.

Rule 4. Applicants who have not had the regular academic and professional training referred to in the preceding rules, but who present adequate evidence of wide and thorough scholarship, and who have taught with decided success at least twenty-seven months as regular teachers or as principals in high schools of high standing, having courses of study not less than four years in length, or in other institutions having equivalent courses, may receive special high school credentials.

Rule 5. In accordnce with an opinion rendered by the Attorney-General, the State Board of Education will not grant credentials for high school teachers' certificates to applicants who are not residents of the State of California.

Rule 6. Every application for special credentials under the foregoing rules must be accompanied by the certificate of a reputable physician, showing that the applicant is in sound bodily health.

(In order that there may be ample time to inquire into the qualifications of all applicants, the State Board of Education declines to consider, at any of its meetings, applications received less than fifteen days before the date of such meeting. All applications should be made on the blank form provided for that purpose by the State Board of Education.)

March 8, 1904.

THOMAS J. KIRK,
Superintendent of Public Instruction.

* * *

A good teacher whose room is well supplied with collateral books may, in a year, give such training to a bright class of pupils as will make of them intelligent patrons of the public library.—*Supt. R. C. Metcalf, Winchester.*

* * *

The good citizen should know the laws and institutions of his town; should pay his taxes cheerfully, promptly, and completely; should attend caucuses and help steer good men in and bad men out of candidacies; if sought for an office, he should accept it, however humble. He should adorn his home with flowers and shrubs, keep his paths shoveled and sanded when icy.—*President G. Stanley Hall, Clark University.*

Western School News

MEETINGS

The Summer Session of the University of California, Berkeley, opens June 26.

The National Educational Association, St. Louis, Mo., June 27-July 1.

Biennial Convention of City and County Superintendents, Santa Barbara, May 10.

Southern California Teachers's Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The National Summer School of Music 2014 Van Ness Avenue, San Francisco, July 4-July 16.

Summer Session of State Normal School, San Jose, opens June 9.

The California Teachers' Association, San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

The Augsburg Summer School of Drawing, Horton's School, Oakland, June 20.

NOTES

The new high school building of Pomona was formally opened April 15.

The city of Oakland has voted $960,000 in bonds for new school buildings.

An interesting local institute was held at Kings City, Monterey county, March 25th.

The city of San Diego will hold a public school fair for the purpose of raising funds to purchase pictures for the schools.

Mrs. Mary W. George, the well-known teacher who is absent on leave from the San Jose State Normal, has been quite ill in Cairo.

Principal Coy of the San Diego High School has resigned on account of ill-health and H. P. Chandler has been elected to fill his place.

The examination for teachers for the substitute list in the San Francisco School Department will be held Saturday, June 11th, at 9:30 o'clock.

D. W. Nelson, city superintendent of Bakersfield, gave an interesting address on "Literature for Children" to the Woman's Club of the city.

Alexander B. Coffey will complete his post graduate course at Columbia University. He will deliver a series of lectures at Summer institutes in the northwest.

The Augsburg Summer School of Drawing will open June 20th in Miss Horton's School, Oakland, Cal. For particulars, address F. J. Lobbett, 809 Market street.

Superintendent Moore of Alameda has arranged to have Arbor Day exercises in Alameda. John P. Irish and others have been invited to plant trees and to speak.

The fiftieth anniversary of the first substantial school building in San Francisco was celebrated Friday, April 29th. It was formerly known as the

Union Grammar School, but is now called the Garfield Primary School. Miss Mary A. Scherer, the principal, had charge of the celebration. John Swett, Mayor Schmitz, and others were present.

A. H. Suzzalo has returned from Columbia University to take his position as deputy superintendent of the San Francisco schools. Prof. Suzzalo has accepted a lectureship in Columbia University to begin October 1st.

Dr. E. C. Moore presided at the banquet of the Schoolmaster's Club Saturday evening, April 9th. The speakers were W. H. Mills, the chaplain of San Quentin Drhams, and W. T. Randall of Preston School of Industry. The topic of discussion was "The Education of Moral Delinquents."

President Biedenbach of the California Teachers' Association has appointed the following committee on School Revenues and their Distribution: D. S. Snedden, chairman; W. H. Langdon, San Francisco; G. W. Wright, Concord; C. J. Walker, Visalia: L. Laugenour, Colusa; D. R. Jones, San Francisco; J. B. Millard, Los Angeles.

Prof. Dr. W. Rein of Jena, Germany, one of the most distinguished pedagogues in Europe, will arrive in the United States the latter part of August. Besides attending the International Congresses in St. Louis, he has been invited to give lectures during the month of September. Engagements for Prof. Rein's lectures are made by Miss Amalie Nix, Central High School, St. Paul, Minnesota, to whom apply for further information.

The Board of Education of the city of Los Angeles has made a decided increase in the salaries of teachers for next year. The new schedule is as follows: "Resolved, That the following schedule of salaries be adopted for teachers of primary or grammar grades or sloyd and cookery, for the year 1904-5: Less than one year's experience, $60 per month; one year and less than two years, $64; two years and less than three years, $68; three years and less than four years, $72; four years and less than five years, $76, which shall be the maximum for teachers of second and third grades; five years and over for the other grade teachers, $80 per month. Substitutes: Primary and grammar grades, for the time actually taught, $3 per day; half-day teachers on the regular list, $6 per month less than the foregoing schedule, and substitutes in primary and grammar grades, half-day sessions, $2.70 per day. Boys' evening school, principal, $60 per month; assistants, $40. Teachers of ungraded rooms, $90 per month." The raise is an average of $40 a year for each teacher, but the aggregate advance is $15,850.

The second summer term of the Jenne Morrow Long College of Voice and Action, 2152 Sutter street, will open the second Monday in June. Students may register by letter by enclosing one-fifth of the tuition. The first lesson will be given Monday, June 13, at 10 a. m., to continue daily for six weeks. Students may enter for two, four or six weeks. There will be three special courses, vocal music, piano and dramatic art, which includes acting, elocution, oratory, reading, articulation, and the study of the phonics. A special summer course has been prepared for school teachers and will include phonetics, interpretative reading and voice culture. Students may enter at any time during summer. The tuition for complete course will

be $25.00; four weeks, $15.00; two weeks, $10.00. Students, teachers especially, are advised to take the entire course. Every effort will be advanced to make the course eminently practical and thoro in every particular. A special course has been arranged for clergymen, lawyers, and professional readers. The Bible presents a field for the most intensely interesting and dramatic stories, yet no book is more abused in an interpretative sense. Let clergymen pay more attention to the reading of the Bible and the church will have more followers. Fine critical work is done in this department. The vocal department will be under the able direction of Miss Alveta Morse, recently from Chicago, where her work for three years has been entirely critical, numbering none but professionals among her students. Previously she was instructor in the Henschel School of Opera.

* * *

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* * *

INSTITUTES

OAKLAND

The county institute was held March 28, 29 and 30 in Hamilton Hall, Oakland. The instructors were: President Jordan, Prof. Moses, Prof. Schilling, M. J. Spinello. The special topics were as follows: Teachers' Salaries and Tenure, Music, Manual Training, Drawing, The Teachers' Club. The evening entertainments were a theatre party to the Liberty Playhouse, Oakland's new theatre. The features of the institute were all special. President Jordan lectured on Japan, and Professor Moses on the Philippines, Governor Pardee on Salaries, and Mr. A. L. Mann's talk on Salaries and the High School Section Work.

* * *

MARIN COUNTY

The County Institute was held in the High School building in San Rafael, March 21-24, inclusive. The instructors were Mr. Frank T. Bunker, Dr. Elmer E. Brown, Hon. Thomas J. Kirk, J. W. McClymonds, Dr. E. C. Moore, and Miss Estelle Carpenter. The special topics discussed were as follows: Geography, History, Phonics and Primary Reading, Primary Number Work, Music, etc. The special features of the institute were as follows: An effort to have something for every teacher to do, commencement work and reports on the same. The circulating of these reports. Review of the year's reading. Work for next year. Remarks on the results: The principal results so far as I could determine were along the lines of interest. The session was marked thruout by the willingness of the teachers to take hold and make things go. JAS. B. DAVIDSON.

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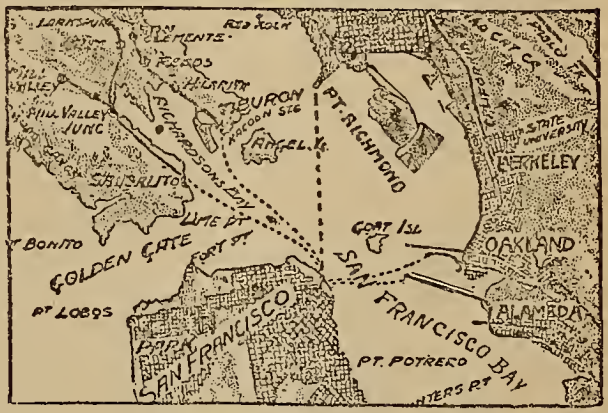

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SAN DIEGO COUNTY

Supt. Hugh J. Baldwin called the San Diego City and County Institute at San Diego, March 28th to April 1st. The following lecturers and instructors were present: President Geo. A. Gates, D.D., Pomona College; John W. Stearns, LL.D., formerly Director of the School of Education, University of Wisconsin; President Samuel T. Black, San Diego State Normal School; Professor D. S. Snedden, Assistant Professor of Education, Stanford University; Prof. W. F. Bliss, San Diego State Normal School; Prof. Frank Thompson, San Diego State Normal; Rev. W. B. Hinson, Pastor First Baptist Church, San Diego; Prof. Percy E. Davidson, San Diego State Normal; James A. Foshay, Superintendent of Schools, Los Angeles; Miss Elizabeth Rogers, San Diego State Normal; Mrs. M. B. Coulston, San Diego, Secretary Park Committee; Prof. W. J. V. Osterhout, Assistant Professor of Botany, University of California; Job Wood Jr., Deputy Superintendent of Public Instruction.

A special feature of the institute was the annual meeting of the school boards. An excellent program was carried out, and the work accomplished will have a noticeable effect for good on the schools of the county.

* * *

SAN LUIS OBISPO

The County Institute was held at San Luis Obispo, April 27-29. The instructors were D. R. Augsburg, supervisor of drawing in the Oakland schools; Edward Hyatt, superintendent of schools in Riverside county; Dr. E. C. Moore of the University of California.

Mr. Augsburg's work aimed at simplifying both the notion and the work of drawing for teacher and pupil alike, and at showing how interest may be started and maintained. If the teachers' interest in Mr. Augsburg's instruction is transmitted to the pupils, much improvement in drawing should appear in our schools.

Mr. Hyatt happily mingled humor and strong common sense in his "Letters to Teachers," and roused a kindly interest in the inhabitants of the Philippines in his talk on "The Philippine Students in Southern California" and by his introduction of three Philippine boys who are now members of his family, who won their own way by their courtesy and musical ability. He told the teachers how the critics of modern education may be answered. and pleasantly surprised his audience by showing how much of lively interest there is in "The Colorado Desert." The teachers would gladly have heard more about the desert if time had permitted.

Dr. Moore held and stirred his hearers, as he contrasted the old education and the new, showing how the center of interest has passed from the book to society, to the child as a social factor—as he sketched historically our debt to the Arabs, and as he emphasized the thought of education as an evolutionary process. His addresses were decidedly inspirational.

We shall look for results in better drawing, wiser handling of practical school affairs, and higher respect among the teachers for both their pupils and their work.

A very pleasant afternoon session was held at the Polytechnic school, thus affording all the teachers an opportunity to see something of the school's equipment and work.

FREDERIC P. JOHNSON.

* * *

NEVADA COUNTY

The county institute was held the last week in March. Edward Hyatt, county superintendent of Riverside; Job. Wood, deputy superintendent public instruction; Dr. Margaret E. Schallenberger were the instructors. Miss Schallenberger's topics were "The George Junior Republic." "School Libraries," and a general talk on primary education.

The evening entertainment was a reception by teachers and citizens of Grass Valley at the Auditorium. The people of Grass Valley took more than usual interest in the institute.

All of the work of the instructors was very satisfactory. Teachers were specially interested in Mr. Hyatt's work, particularly his letters to teachers and snapshots at teachers.

The class exercises by Miss Nellie Cassidy, Miss M. Plummer, and "Methods in Literature," by L. E. Armstrong, were particularly interesting and instructive.

Mr. Hyatt labored under great disadvantage. His specimens were lost on the way, but he found all kinds of specimens in Grass Valley.

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Something New at Institute

The San Luis Obispo "Tribune," in speaking of the late Institute, remarks: "The teachers are unanimous in declaring that one of the most interesting things that ever took place at a county institute was the talk on 'The Filipino Students in America,' by Supt. Hyatt of Riverside. It was so unique and original, so full of interesting and amusing points that the audience took it enthusiastically as the hit of the session."

There are one hundred Filipinos now in California, all south of the Tehachapi Mountains. They were placed in the seven southern counties for the first year so as to become acclimated, as they come from near the equator. At the end of the school year they will be taken east and placed in the schools best fitting them for their future occupations. Another lot of one hundred students has just been appointed, and will arrive before long. Each student is under contract to remain four years and to serve the insular government four years upon his return. Each receives $500 per year from the island government for his support. The whole body is managed by William A. Sutherland, a young Texas schoolmaster who went to seek his fortune in the Philippines a few years ago, equipped with a perfect knowledge of the Spanish tongue and a remarkable executive genius.

These students represent the whole archipelago, each province being allowed its quota according to population. The appointments are made by competitive examinations in the public schools, with some appointments at large by the governor. All students must be between the ages of 16 and 20.

Mr. Hyatt described the fifteen boys who had been assigned to Riverside county as a very fine body of youths. Every one was able to enter the high school, and some were excellent students. In manners and habits they were more polite and kindly, more scrupulously neat and agreeable personally, than a similar lot of students from any other nationality would be likely to be. He had never seen one smoke or use any kind of liquor or do anything suggesting the rowdy or the hoodlum in the remotest way. Three of the students had been placed in the speaker's personal charge, and he had lived in the same house, eaten at the same table with them during the whole year. He had a great fund of anecdotes and stories derived from this personal relationship that could not have been obtained in any other way. Moreover, he brought along three students in person, and introduced them to the audience. They were Bernardo Agana of Tarlac, Jose Arboleda of Albay, and Isaias Gonzaga of Sebu. These boys delighted everybody by their skill with the guitar and mandolin, and by the stories they told of their native land. They were invited out to dinners and suppers and were surrounded by a group of teachers all the time, quizzing them about the fruits and flowers, the manners and customs of the distant archipelago—and the stories these boys told will reappear in many a California geography class, to add spice to the recitation.

* * *

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* * *

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The Western Journal of Education

June, 1904

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EDITORIAL

The Biennial Convention

The conference of superintendents held at Santa Barbara May 10-13 was a great success in every way. Much praise is due State Superintendent Kirk for selecting an ideal meeting place and arranging a very profitable program. There was no lack of unanimity over the need for higher salaries for teachers, and if the several teaching bodies press their claims as vigorously as they were here enunciated there can be no doubt about the result. In reviewing the working of the act creating a State fund for the support of high schools, the conference agreed that on the whole it had proven quite satisfactory. Objection was made that the present plan for distributing the fund does not altogether accomplish what was most desired, *i. e.,* aid to the high schools which stand most in need of it, and does not sufficiently encourage the formation of technical and commercial schools of secondary grade. Objection was made also to the clauses in the law referring to a course preparing for the university and to university inspection. Discussion developed the fact that these features had been incorporated in the law contrary to the express wish of university officials and the conference resolved to move that it be changed in these several particulars.

Reports upon compulsory education indicated that three or four communities in the State have in a measure succeeded in putting the children into school. The present law was voted sufficient if the proper authorities choose to enforce it. But it was the judgment of the conference that the matter was altogether too serious to be left to their caprice and that the law should be changed from the permissive to the mandatory form.

The most exciting discussion of the conference arose over the question of tuition for non-resident students in high schools. Many communities are to-day providing instruction at great expense for young people who live outside of the district supporting the school and who therefore do not contribute their share of the expense. "They should pay a tuition fee," said one side. "No," said the other, "the schools are free schools. Public education must be free." Undoubtedly both sides were right. There should be a tuition fee but the district, not the pupil, should pay it. As an invaluable aid in solving this question, we beg to call attention to the careful study of "State Aid to Secondary

Schools" prepared by Mr. David R. Jones and published by the University Press at Berkeley. The subject should be carefully investigated, as the matter must be settled by some form of legislation.

* * *

Concerning Salaries

A commonwealth has as little right to practice the habit of accepting something for nothing as has an individual. It has also as little right to practice the habit of paying in part only for the service which it receives. In every occupation there is such a thing as a living wage, the work is worth so much, for it requires a certain outlay and necessitates a certain income to maintain it. Action and reaction are everywhere equal and a low and mean wage seldom brings and never ought to bring a praiseworthy return. That it should is against nature. The living wage is something more than the wage at which the worker can exist. It is the wage at which he can live in and through his work. Nothing succeeds like success. A just wage will infuse the spirit of success. The worker will prize himself because he is prized. Let his service be cheapened in his own eyes and he becomes a cheap workman, giving a mean return for a mean recompense. The phrase "cheap and nasty" applies as inevitably to labor as it does to commodities. It is pernicious economics to cheapen the worker in his own esteem. No well organized business house proceeds on such a plan. Compare its practice with that of educational institutions of any and all grades and the contrast is bound to be illuminating.

The cheapest thing going to-day is education. It is so cheap a calling that few men can be persuaded to enter it, and few women regard it as a permanent occupation. What is worse is that it is cheaper in America than it is among other peoples with whom we are wont to compare ourselves. The German schoolmaster is much better compensated, both in worldly goods and in social esteem. The English teacher is better paid, and not infrequently teaching is but the first stage of a career of great honor in the church. Here teaching is an apprenticeship which leads nowhere, least of all to the emoluments of the master mechanic. Need any one be surprised that the tone of this calling is not high, that its *esprit de corps* is not marked, that schools are not altogether pleasant places and that their results are by no means satisfactory. A profession the bulk of whose members are in debt or ought to be, are in threadbare clothes, have not the wherewithal to buy the books and tools needed in their work, are shut off from normal intercourse with their fellows by sheer poverty and are cheapened in their own eyes to the point of being dispirited, is not a coming profession. To make bricks with straw is no easier now than when the Lord God interposed to put an end to the misery

which it involved. Yet some of the best men and women in the State are spending their youth in universities, high schools, grammar and primary schools in conditions which year by year destroy their efficiency and work incalculable harm to the young people who come into contact with them.

A little more money for the teachers would make education a going concern, and make the capital invested now several fold more effective than it is. It is not unfair to ask for it. The rate of wages was fixed in past time. The rank and file of the teaching profession has improved marvelously. The standards are everywhere higher. What is wanting can not be supplied without a revision of the salary list. The teacher has done his share in increasing the wealth of the land. He has not drawn his share of the dividends. Yet there is no community in the nation that would not pride itself upon paying him better and better for his services. We are a rich people, and are unwilling to ask alms of our servants. The people are willing to pay a living wage. Indeed it is not too much to say that they expect those who fix the salaries to pay not as little as they must, but as much as they can for this service.

* * *

Some Instances

Is any American pleased to have the Mosely Commission publish to the world that though provision is made for education with great liberality in the United States the remuneration of teachers is "by no means always placed on a satisfactory basis." The recently issued Cambridge history of our country avers that "in America a faith in the saving grace of education seems more deeply rooted than even religion itself." Education is our chief national undertaking, yet the teachers are not adequately paid. Whose fault is it? Not the taxpayers. Has any American community ever been known to object that its teachers were overpaid? It is the fault chiefly of those who fix the wages—boards of trustees, boards of education and presidents of schools. We refuse to believe that these functionaries can not get as much money as is needed for this purpose. We know that they seldom show a laudable interest in the matter.

The Board of Education of San Francisco has just raised the minimum salary paid to teachers on beginning work in the department, from fifty to sixty dollars per month, and has materially shortened the time within which teachers can reach the maximum salary allowed for experience. This is excellent. But does any one think that it might not have been done ten years ago but for the indifference of school officials? The regents of the State University have added slightly to next year's salary list, and the newspapers of the State have eagerly echoed the statement that "the teaching force has been materially strengthened by the ad-

vancement," while no criticisms are heard save that the additional pay should have been substantial instead of being so small. A feverish fear to expend money seems to seize men when they take office, which makes them forget that the only thing which the public requires of them is to secure the best possible service and to pay what it is worth. This misinterpretation of their duty coupled with the soullessness which pertains to corporate activity is responsible for the unsatisfactory condition of the schools. Let every board of school officers in the State determine to pay as much as the work is worth and actively set about securing the money for the purpose, and a new era in education will begin among us.

* * *

Vanity is a Sin

Because of her geographical position California is a province, which means that accurate standards of judgment are apt to be wanting and that her people are rather too prone to use the definite instead of the indefinite article. Praise of climate, beauty and the real estate values of the State are perhaps legitimate, but praise of her schools as "the best in the world" can lead only to self-delusion and the ills which follow it. To be justly proud of what has been accomplished is but right, but to magnify our achievements beyond the warrant of facts is neither good for us nor kind to the man who listens. We once knew an old man who had retold a great tale so often that he had come to believe it. It would be very unfortunate if in our present state of development we should become persuaded that our schools are "the best in the world." They might, indeed, be improved in many ways, the course study might be changed to include a larger knowledge of things needful to be known for the work of life, and to exclude several subjects and many parts of subjects which are of but little value. The teachers might be even better trained than they now are. They might also be better supported in their work. Better appliances could be provided and better text-books could conceivably be written. The schools might be better supervised than at present. Larger numbers of children might be sent to them and persuaded to attend more regularly than they now do. The system of school management might be improved. The high schools might be less mediæval than now, and the universities less scholastic. All these changes and many more must be wrought before our schools are as good even as they should be. Oh, no, my brother; we have not yet come to the place where we can shout "Eureka!" And when you go to the great fair at St. Louis do not allow the siren song of the promoter to dull you to the fact that though California's educational exhibit is worthy ot her, she still has something to learn from other sections in the matter of school keeping.

Shall the Schools Remain Secular?

In an address delivered before the General Conference of the Methodist Episcopal Church in session at Los Angeles, by Dr. Kligo, the fraternal delegate from the Methodist Episcopal Church, South, some statements were made concerning education which, to say the least, were surprising. "The school question, sirs, is a far-reaching issue, involving the ideals and type of American civilization. If these schools continue to secularize the ideals, sympathies and purposes of childhood and youth, the prospects are gloomy enough. The founders of this republic never dreamed that the idea of the separation of church and state meant any sort of civil allegiance with infidelity or non-religious classes. The separation of church and state was never designed to be a bitter antagonism between church and state, and to yield the point is to surrender the nation into the hands of those classes who are least fitted to have it in their charge. The churches should lose no time in turning back this tide of secularism which has already grown to alarming proportions, and the contention for the Bible and religion in the public schools should be urged till the issue is settled by a signal triumph for the Bible or by a humiliating defeat of it." We are persuaded that this is forever a lost battle. The great majority in our nation are convinced that the success of the American school system lies in its unswerving devotion to a single aim, that of education alone. All the advantages that belong to specialization of function accrue to it. The present moment, when France and England are both torn by factional strife over the question of the church and the schools, is hardly a propitious time to suggest such a trouble-breeding change in our policy. The average citizen sees nothing dangerous in having his children taught arithmetic while they study arithmetic, and geography in the half hour set apart for geography. Likewise he wants them instructed in religion in the time and at the place devoted to that purpose. We can not comprehend why such an arrangement is found objectionable.

If the secular teachers are suspected of teaching irreligion the suspicion is false and wholly unwarranted. Implications that the schools make for irreligion and infidelity belong to the rhetoric of fanaticism. The men who so cavalierly distort facts are themselves the really dangerous classes in the state.

The advice addressed to the shoemaker is in place here. It is false logic to assume that two separate acts can be performed easier than one of them alone, and concerning the separateness of arithmetic and religion, geography and religion, or geology and religion, the world has no longer any doubt. The state maintains public schools to impart the forms of knowledge which it believes to be indispensable to every one. To do this it must control the schools throughout. Church control in any form is not feasible.

In England at the present time the friends of education are imploring "the leaders of our Christian churches to come to some common agreement for the sake of the children" or "men will be driven to the only logical conclusion—secular instruction alone." It is hardly likely that we shall ever forget logic and history to the extent of changing our present plan. And we are glad to note that a subsequent resolution of the conference deplores any effort to divide the public school fund along sectarian lines, and calls upon Congress to provide a constitutional amendment making such a division forever impossible.

* * *

Ourselves as Others See Us

There is many a sharp word of criticism, as well as much praise in the report of the English Educational Commission which inspected the schools of the United States a few months ago. The most caustic of all are the following statements of Professor Armstrong, which on the whole seem to be quite justified by conditions as they exist: "In point of fact, American cuteness would seem to be conditioned by environment rather than by school education. It is difficult to trace the development of any American peculiarities to the schools—or to find any evidence even that the schools seek to utilize and develop the national idiosyncracies.

"The belief in secondary education, especially for boys, is far less general [than the belief in elementary education]—it is probably no greater than ours—and yet it seems to me that it is by the existence of a well-developed public high school system that America is distinguished most from us, and potentially placed most in advance of us.

"American education is for the most part still governed by eminently academic and conservative traditions; in some respects it lacks depth and practical outlook to a strange extent.

"Evening class instruction, such as has grown up under our Science and Art Department, is almost unknown there.

"In interior arrangements even the most modern common schools are not superior to our own.

"The amount of attention paid in the [common] schools to reading and composition is in no way sufficient or satisfactory. * * * I was favorably impressed by the way in which English literature was taught [in the public high schools]; but I could not discover that the teaching was carried to a logical end and fondness for reading inculcated.

"The teaching of drawing [in the common schools] is also undeveloped. * * * I did not learn that the attempt was being made anywhere to put the teaching of arithmetic on a practical common-sense basis. * * * The schools are undoubtedly behind ours in promoting manual training, and even

more bookish than ours in their tendencies. * * * The nature study lessons I witnessed, when not specially botanical or zoölogical and scientific in character, were eminently superficial and worthless."

* * *

The National Child-Labor Committee

Speaking of compulsory education, it is interesting to note that a national committee has been formed, composed of such men and women as Dr. Felix Adler, William H. Baldwin Jr., Jane Addams, Cardinal Gibbons, Bishop Greer and John Graham Brooks, to study the subjects of child labor and compulsory education and to urge such legislation as is required in all the States of the Union. Their first work will be to establish a minimum age limit, to teach employers that child labor is an economic error, to teach the nation that it is a social wrong—a violence to the child and does more to lower the standard of living than Oriental labor—to coördinate the compulsory education law and the child-labor law, and to stand ready as a clearing-house of experience and suggestion to aid in these matters. Many States achieve the appearance of virtue by forbidding children to labor in every industry save their own. The committee will undertake to cure this evil. It will be a continuous organization, as its task of enforcing these laws is a continuous one. Since the beginning there has never been a backward step in such legislation. The very men who at first oppose it most bitterly nearly invariably become its warmest friends. There is much work for the national committee to do. The workers in schools bid it godspeed in its labors.

* * *

Consumptives and the Schools

In a paper read before the last annual meeting of the Ohio Boards of Health the recent ruling of the State Board of Health of Indiana forbidding the employment of a tuberculous teacher in the public schools was characterized as "extreme" and the following conclusions were stated:

"(1) It is not necessary to enforce an absolute rule excluding consumptives from school.

"(2) It is highly essential that every consumptive permitted to attend school should be required to minutely carry out necessary measures to prevent communicating his disease to others.

"(3) Every effort should be made to have early knowledge of consumptive teachers or scholars, and to that end medical inspection of schools would be the best means.

"(4) Consumptives should be dissuaded from attending school for their own sake.

"(5) Much good might be accomplished and these recommendations be much more easily enforced if all teachers and older

scholars were fully instructed in the cause, prevention and cure of tuberculosis." [Charities.]

* * *

Schools on Parade

Educational athletics has been falling into bad company. It has come to pass that the lamentable elements of rowdyism and profanity, and the spirit of win at any cost, fair or unfair, are commonly characteristic of public contests. It can not be denied that these contests lend point and zest to athletic undertakings, and that, properly conducted, they could be made to react favorably upon public opinion and public interest in physical training. It can not be denied that the element of rivalry brings out much that can not be brought out in any other way. But the modern "rooter" undertakes to defeat the skill of the team that does not have his sympathies, by every possible annoyance. He often forces his presence upon the grounds, where none but contestants and officials should be; he indulges in language that is coarse and raw in the extreme, if not vile; his whole demeanor is intended to distract, annoy and prevent a fair contest. If his favorites win he has every reason to suppose that he contributed to the result and to repeat the offense. His degeneration from one whose shouts sought to encourage favorites to one whose insults aim to unnerve opponents, tolerated on school athletic fields, has been a direct bid for the presence of the worst social elements with which teachers have to contend. We recall having been present recently on one of these occasions, when a disreputable town character, armed with a pair of broken cymbals and followed by a band of schoolboys equipped with Chinese gongs and screeching trumpets, was the center of attraction. It was his purpose to defeat the contestants by outrageously annoying them and he was surrounded by a large number of admiring school children. The school authorities were not responsible for his presence. He is the product of a generation that is growing careless of itself in public. His spirit is instilling itself more and more into educational athletics; he is a potent factor to-day in the education of children. Public school authorities owe it to the integrity of their work to keep his multiform and noxious presence away from school athletics, to unite in behalf of fair-minded, clean and liberal-spirited contests. How keenly this is being felt in some quarters may be seen in a preliminary document now being considered by certain secondary principals in Northern California, which is printed below:

A MOVEMENT IN THE RIGHT DIRECTION

The following is a preliminary draft of measures now under consideration by principals of secondary schools in the Sacramento Valley and vicinity, which are worthy of general attention in the State:

"The undersigned believe it to be a part of the duty of principals of secondary schools to exert a wholesome influence upon the athletic enterprises of such institutions, especially where a number of them are associated in leagues. Under such conditions school spirit runs high and the element of contest goes far to determine events. Where leagues are newly formed, furthermore, more or less boyish inexperience and undirected enthusiasm are likely to inject themselves into their management. A further fact of profound significance is this: that the localities in which the several institutions are located are successively visited by their representatives, both those who compete in the contests and those who go as spectators. This interchange will have its marked benefits if it is kept elevated in tone. Athletic contests, and the interchange of courtesies among the different institutions, should react for the benefit of all and in such a way as to create a favorable public opinion and willingness to support. The above are, in general, some of the vital considerations which have brought us to the conclution that it is a part of the duty of the principals of such institutions to exert a wholesome influence, unitedly, on the conduct of public contests, the establishment of rules and regulations governing the same, and the conduct of students who are visitors from home. To this end we suggest that the principals of the schools represented in the S. V. I. A. and N. C. H. S. A. Leagues agree to work for the enforcement of some such rules as the following:

"1. No student shall take part in any athletic contest unless he has maintained a satisfactory standard for the term during his time of attendance of at least ten hours of work per week.

"2. It shall be the duty of those managing any athletic contest to provide that athletic grounds shall be free from all except contestants and officials. In case of failure to meet this requirement the game or contest shall be forfeit to the visitors, and it shall be within the power, and it is the duty of the official representing the visiting team to enforce this regulation.

"3. The indulgence in intoxicants by any student on any day of the contest, either before, during or after contest, shall disqualify for any credit in the same, and for participation in any future contest.

"We, the undersigned, agree to see that the foregoing regulations are enforced to the best of our ability, to further among our students a fair and elevated atti-

tude in athletic contests, and sentiments such as will insure courteous treatment of visiting teams and spectators, and to assure ourselves that umpires and referees of unquestioned fairness and competency are chosen."

* * *

There is further food for reflection in the public reaction of the small boy, and, one has to confess to-day, of the small girl.

Morals and Manners

One wonders what is becoming of the deference, the reverence, the little courtesties and fitnesses of life, which should constitute a very definite and tangible part of every child's training. Is rowdyism to be the order of the day in the rising generation? And are irreverence, bad breeding and coarseness greater dangers in small towns than in large cities where the presence of police authority is hourly visible? Do we not stand, on this Coast, on a backwoods frontier with respect to much that rightly belongs to the amenities of civilized society? Yes. And it belongs to the teacher, who almost more than any one else controls the social life of the child, to move that frontier forward. The school necessarily and naturally offers abundant opportunity for social training. By example, precept and practice it should instill in every child, habits such as characterize people of good breeding. It were far better that such training should partake of the enforced restraints and rigid requirements of military discipline, than that the self-restraint and self-control of our school children should be wrecked upon the excessive and sentimental individualism which is coming to dominate modern education.

* * *

A young woman recently called upon a member of the board of education of one of our larger cities in application for a position as teacher.

A Modern Instance

This young woman had spent some years in fitting herself competently and efficiently to fill the position she sought. She had graduated from a high school and then had taken the required course of training in one of our State institutions for preparing teachers. Later she had taught most successfully a public school in one of the rural communities. She now came to the appointed body of this larger school system, qualified by scholarship, professional training and a period of experience covering three years to render competent and effective service. To the member of this board she stated the data of her qualifications and referred to the fact that educational experts had already doubtless informed him of their judgment of her professional competency. The member received her at first coldly, but frankly told her that he believed there was no likelihood of her appoint-

ment. In the course of later conversation, it incidentally developed that she had always lived in that city, and the identity of her family connections became known to him. The member, therefore, took a kindly interest in her and proceeded to give her some friendly advice. He urged her to procure personal influence upon himself and other members of the board. He urged her to see druggists whom she knew and to importune another member of the board who was a physician, and, in his own case, being a real estate dealer, he naively suggested that the requests in her behalf from real estate holders would neither be undesirable nor ineffective.

The young woman was taken aback, but frankly told him that such a course was against her principles, that she had spent some years in professionally fitting herself to teach effectively and competently, and that while she desired extremely to secure a position at home, she relied upon her competency rather than upon her personal influences, which could be as easily rallied to her support if she were incompetent. With this point of view her friendly adviser rather lost temper and stated that in the appointment of teachers for this huge city school system he was "standing by his friends" and in this attitude he believed he was stating the attitude of the other members of the board.

This instance is of course not cited as abnormal nor singular. It is an illustration. The gentleman concerned is a man of general intelligence, of standing in his community, and ranks in cursory judgment as a man suitable to direct the school system. Yet if a school system is made to rest upon the principle of selection he so frankly utters, we are manifestly face to face with hopelessness. If competency is not honestly regarded in actual practice of the selection of teachers, nor as the basis for their promotion or retention, boards of education are not building up a school system for the education of the children intrusted to their charge, but merely a machine for the aggrandizement of their personal or political power.

If this is the position of this city board of education, as the member bluntly declares, then the State is making an egregious waste of money in a good cause in expending over $200,000 yearly in the professional training of efficient teachers, for the practical aspect, as determined by this board of education, will go far to render nugatory the professional teachings of the institutions.

The State Teachers' Association, the State Board of Education and several county boards have declared that the using of personal influence in the way which the member advises is unprofessional conduct in a teacher, and upon representation to the county board constitutes a sufficient cause for the revoking of her license to teach. It is a pitiful situation that a young teacher, train-

ed in competency by years of careful professional study and experience, and filled with the sense of honor of her occupation and her own independence as a possessor of technical ability, is thus coldly confronted by the fact that in order to be selected for the exercises of her efficient teaching ability, she must first prostitute her professional honor in the personal interest of the men elected to be responsible for the good service of the schools. She must put herself under personal obligations to men who will ask a favor of this real estate dealer, to druggists who will ask a favor of the doctor. For these obligations sooner or later a return must be made. This real estate dealer who has prostituted his responsibility to the schools will demand return favors from those for whom he prostituted, and of what moral character will they be? These in turn will expect a return of favors from the young woman, and since she asked and they sought favors, not in the interests of good government, from the school director, of what civic or moral character will these favors likely be? They, not her professional ability, gave her the bread she eats, the clothes she wears, the position she holds. Will they be unmindful of it? Can she be unmindful? Will she be ungrateful?

Thus the canker worm eats through our civic and social fabric. Is the woman whose professional character has thus been broken down fit to lead the children of the rising generation on the road of our civic and moral virtues to good citizenship? Can she do it and be sincere?

Yet she is only one teacher. How have the other teachers of this city secured their positions, if this is the "position of the board of education"? If all have been obliged to lay down their professional honor, to render themselves liable, in secret, to the revocation of their certificates, in order to secure a position and yet to hold it, what reason have we to expect efficiency in this school system?

Here is the core of the public school situation This is an illustration, not an unique instance The canker worm is in the core. Whose duty is it to undertake the cure? Shall we leave it to the school boards? Their members are transitory. As a rule they are good citizens, as the word goes, and as in the case of the man cited, we believe, sin through lack of clear realization of the seriousness of their offense. As soon as one has the matter brought home to him he goes out of office. Whose duty is it to raise the alarm and inaugurate a public agitation? We believe it is the duty of the teaching body, who are the only permanent class, and whose honor is at stake. We recommend the matter for the consideration of all teachers' organizations and especially to the convention of educational workers to be held the coming

autumn. Some practical plan of education of the public should be put into operation.

* * *

On School Supervision

The dean of Pennsylvania schoolsmasters, Dr. W. C. Schaeffer, in a recent address before the superintendents of his State, made some telling points upon the subject of school supervision. "I have sometimes asked a newly elected superintendent," said he, "'How does the superintendent earn his salary?' All the colors of the rainbow would play upon his face, indicating that he had never thought of his duties beyond school visits and the conducting of examinations and the holding of a county institute. Ask the average taxpayer the same question, and he immediately begins to talk of an official who keeps 'nosing around' to hold his job, his main function being to coddle the directors and scare the teachers. How do superintendents in other lines of work earn their salaries? A well-known railroad employs a superintendent of firemen to show firemen the best methods of building and keeping a fire in a locomotive. He gets two thousand dollars a year and saves the corporation ten thousand in the purchase of fuel." The business of the superintendent of schools is to keep brains, the most valuable asset of the commonwealth from going to waste. "While Professor Payne of Michigan University was filling the office of superintendent, one of his teachers came to him and said: 'There is something wrong in my school and I can not tell what it is. Will you please pay me a visit and help me to find out?' Professor Payne remained a half day and then said to the teacher: 'I find nothing wrong in your methods of instruction, but I would advise you to put a little less edge on your voice.'" The superintendent should exemplify three maxims. First, always be pleasant. Second, keep the friends you make. "And the third maxim is the most important of all. It is best remembered in the concrete. A woman who always felt sick, consulted every doctor who came to town. At last a young graduate of the university hung out his sign. She immediately sent for him. After diagnosing her case he wrote out a prescription, with the request that she look at it only after he had left the house, then fill it as soon as possible. She could scarcely wait until the front door was closed. On opening the prescription she read: 'Do something for somebody!' Of course, she got cross. But soon she thought of something she could do for the washerwoman, then of something she could do for the washerwoman's children. She felt so happy that she began to do favors to her neighbors, and in no long time she was perfectly cured. 'Do something for somebody' should be the motto of every superintendent of schools every hour of the

day. The chief business of a supervisor is not to criticise or find fault with the work, but to find things wherein the teachers and pupils can be helped in their work."

* * *

The Board of Education of the city and county of San Francisco has adopted and circulated a plan for the appointment of teachers. The plan provides for appointing teachers on merit as determined by competitive civil service examination.

All teachers desiring to enter such examinations shall be required to take *both* a *written* and an *oral* examination on the practice and theory of education and such other topics as may from time to time be announced.

The object of these examinations is not to test applicants in primary and grammar studies, but to select the best of those already certificated as teachers.

No applicant shall be privileged to call on members of the board individually to press his or her claims for appointment, nor shall the friend of any applicant endeavor to use any personal, political or social influence with any member of the board.

The employment of any sort of personal, political or social influence to secure appointment to the teaching force, or the urging of any consideration other than fitness, for the work of teaching, as a ground for such appointment, is held to be an act of unprofessional conduct, and shall debar the applicant from taking the examination.

During the oral examination, applicants will have ample opportunity to present in full their fitness and general ability.

If any applicant shall importune any member of the board of education, or be a party to importunities by any other person for the purpose of influencing any member of the board of education, with any argument or plea for his or her appointment to the substitute list, assignment to a probationary teaching position, or election to a permanent teaching position (other than evidence of professional qualification for such appointment, assignment, or election), such applicant shall be deemed guilty of unprofessional conduct, and consequently disqualified.

The Biennial Convention of County and City Superintendents

The county and city superintendents met at Santa Barbara in the reception hall of Hotel Potter, May 10th. Thomas J. Kirk, superintendent of public instruction, called the convention to order at 10 a. m. The roll call showed the following county and city superintendents present:

County Superintendents—Alameda, by Mr. Sands, deputy; Amador, G. A. Gordon; Butte, R. H. Dunn; Calaveras, John Waters; Colusa, Lillie L. Laugenour; Contra Costa, A. A. Bailey; Del Norte, Mrs. A. M. Leishman; El Dorado, S. B. Wilson; Fresno, Giles N. Freman; Glenn, Frank S. Reager; Humboldt, George Underwood; Inyo, Mrs. M. A. Clarke; Kern, Robert L Stockton; Kings, Mrs. N. E. Davidson; Lassen, J. F. Dixon; Los Angeles, Mark Keppel; Madera, Estelle Bagnelle; Marin, James Davidson; Mariposa, Julia L. Jones; Mendocino, J. F. Barbee; Merced, Anna Silman; Modoc, Nellie Forrest; Mono, Miss Cordelia Hays; Monterey, Duncan Stirling; Napa, Kate Ames; Orange, J. B. Nichols; Plumas, Tillie N. Kruger; Riverside, Edward Hyatt; San Benito, John H. Garner; San Bernardino, A. S. McPherron; San Diego, Hugh J. Baldwin; San Francisco, William H. Langdon; San Joaquin, E. B. Wright; San Luis Obispo, Frederick P. Johnson; San Mateo, Etta M. Tilton; Santa Barbara, W. S. Edwards; Santa Clara, D. T. Bateman; Shasta, Kate A. Brincard; Sierra, Belle Alexander; Siskiyou, Grace A. Johnson; Solano, D. H. White; Sonoma, Minnie Coulter; Stanislaus, Florence Bogg; Sutter, C. W. Ward; Tehama, Ellen A. Lynch; Trinity, Lizzie H. Fox; Tulare, C. J. Walker; Tuolumne, G. P. Morgan; Ventura, George L. Sackett; Yuba, James A. Scott.

City Superintendents—Alameda, Fred T. Moore; Berkeley, S. D. Waterman; Eureka, A. C. Barker; Oakland, J. W. McClymonds; Pasadena, James D. Graham; Sacramento, O. W. Erlewine; Salinas City, L. E. Kilkenney; San Diego, F. P. Davidson; Santa Barbara, H. A. Adrian; Santa Rosa, E. M. Cox; Stockton, James A. Barr; Santa Monica, D. E. Eckert; Riverside, A. H. Wheelock; Bakersfield, D. W. Nelson.

Miss Minnie Coulter was elected vice-president of the meeting; Fred T. Moore, and F. T. Atkinson were elected secretaries.

The following committees were appointed:

Resolutions—O. W. Erlewine, F. P. Davidson, R. H. Dunn,

George Sackett, J. H. Garner, L. E. Kilkinney, Florence Boggs.

Legislation—J. W. McClymonds, J. A. Barr, Etta M. Tilton, W. H. Langdon, George A. Gordon, Lillie Laugenour, J. F. Barbee, Mark Keppel, Giles N. Freman, Ellen A. Lynch, D. H. White, James D. Graham, Edward Hyatt, E. M. Cox, J. B. Davidson.

Order of Business for Next Meeting—A. C. Barker, C. J. Walker, Frank S. Reager, A. S. McPherron, Duncan Stirling.

Morris E. Dailey, Leroy Anderson, Harr Wagner, R. M. Shackelford, W. W. Seamen, W. C. Doub, and Dr. E. C. Moore were elected honorary members.

City Superintendent Adrian delivered a very happy address of welcome, and W. H. Langdon of San Francisco gave a response, which was both from the viewpoint of rhetoric and common sense, a model of its kind, giving a definition of the responsibilities of official duties, of superintendents that deserves a permancy, etc.

Superintendent Langdon spoke as follows:

"In behalf of the superintendents of the cities and counties of California, I desire to express our grateful acceptance and appreciation of the welcome that has been tendered. It is a great pleasure to become conscious at the very beginning of our labors of the fact that the teachers and the people of this community are interested in this gathering of their official and professional representitives. And we can trust that the interest of the profession and the public is everywhere sympathetic, for the public school superintendent can nowhere be a force unless he rests back upon the support of the people whose will he is commissioned to execute, and upon the professional body of men and women who constitute the expert means by which the public will is done. From this mid-way position between a democratic people and an expert profession, the American school superintendent gains and performs his difficult function and gains a dignified position. Too infrequently, under the present state of opinion, the difficulty of and the rightful dignity of his work are too little appreciated. The ex-officio director of a selected body of servants, more highly educated than the masses, he is expected to lead in their thinking, and to raise to a point of appreciative sympathy and co-operation, the judgments of the community the children of which he educates. The official representative of the people, elected or appointed thru the civil and political machinery of government, he

is commissioned with the task of answering the needs and demands of a domestic people he has imposed upon him the necessity of so moderating eeucational practice that our system of schools shall at no time be too far removed from the understanding of the society which is to give its support. His function it is to be at once a leader and a moderator of thought and action. He must have ideas, but he must be practical. He must harmonize his practice with his ideals and his ideals with his practice. He must bring together the conservative public which is to be served and the progressing profession which serves, without becoming a fanciful dreamer upon the one hand or a mere demagogue upon the other. His office is a trust, given to him by this generation and the next, and he must be useful in serving both. He must be conservative and yet progressive, meeting the demands of today, yet serving the needs of tomorrow. He must be a thinker, but yet a man of action, planning the details of today's work without interfering with the policies that lead to tomorrow. Standing at the centre, where the forces that make for American life converge, he must understand them, and understanding, he must have the vigor and the grasp to utilize them for the purposes they are designed to serve. The expressions of good will and good welcome that you of beautiful and prosperous Santa Barbara bring us on this occasion, make us sure that this community at least is eager to be at one with all the forces that are making for the growth of American civilizatisn thru the American public schools. As the local representatives of other teachers and peoples, we are glad to accept your welcome."

A. H. Adrian delivered an address in which he discussed the importance of agricultural and industrial education.

Dr. Leroy Anderson gave a brief account of the work accomplished and the aims of the Polytechnic school at San Luis Ohispo.

R. M. Shackleford spoke briefly of the importancet of increasing the salaries of the teachers in the state.

The regular program began with a paper by Edward Hyatt on "The School Superintendent on an Official Visit." The paper was discussed by Superintendents Sackett, Waters, Silman and Lynch.

In the afternoon, Superintendent J. W. McClymonds gave a talk on "Teachers' Salaries." There was considerable discussion

by Superintendents Langdon, Hyatt, McLane, Graham, Garner, and Brincard.

Wednesday morning, Superintendent Kate Ames presented the paper of the State Reading Circle. Mark Keppel discussed the law in reference to high schools:

"It is easily the greatest and most vital piece of school legislation enacted in California in the twentieth century," Professor Keppel declared. "The law provides a fund for the year 1903–4 and for 1904–5, but it fails to provide for a fund for 1905–6. It provides for a perpetual fund beginning with July 1, 1906. This omission of a year, which is due to the use of the word 'beginning,' instead of the word 'ending,' makes it necessary to change the law; but if this error had not crept in a change would be necessary anyway, for the law is so framed that it will defeat its chief purpose by checking the formation of high schools instead of promoting their increase and development. The law does not provide enough money, but it probably provides as much as can be obtained for a few years to come, or until such time as conditions are ripe for another great step forward.

"On account of the heavy local cost, the law should authorize a tuition charge to non-resident pupils equal to or less than the difference between the cost per unit for salaries and expenses and the income per unit from the state tax. This change in the law would doubtless awaken fierce opposition, but its inherent justice will make it win."

The discussion on this subject, particularly on charging tuition, was the liveliest of the session and the recommendation to amend the law so as to charge tuition was finally voted down. Erlewine, Freman, Cox, Gordon, O'Neil, Keppel, Dr. E. C. Moore, McClymonds and Superintendent Kirk took part in the discussion.

Superintendents Bailey, Davidson and Hyatt presented some practical recommendations for simplifying the clerical work of county superintendents.

James A. Foshay presented the following paper on "Compulsory Education":

COMPULSORY EDUCATION

For many years there was a state law in California known as the Compulsory Education Law, which wss practically incapable of enforcement. The subject of compulsory education had been

discussed in different conventions, and had been brought to the attention of the legislature on several occasions, but not until 1903, when the "Act to enforce the educational rights of children, and providing penalties for violation of the Act," was passed by the legislature, did the law become operative. This law now provides for attendance officers, for the establishment of parental schools, and for the enforcement of the compulsory features of the old law. It has in general many excellent clauses. One especially good is that the power to commit truants to the parental schools, without the consent of the parents, is conferred, not upon the courts, but is vested in school officers. Now that compulsory education has been made a law in California, it should be rightly enforced in every part of the state.

In an editorial in the WESTERN JOURNAL OF EDUCATION, November, 1903, a strong plea was made for the vigorous enforcement of this law by village and rural school trustees, as well as by the city boards of education, in order that the country children should at least have instruction in the elements of education. It is noted that there was a time when it was supposed that virtue was synonymous with life in the country; but today it is generally conceded that carelessness, ignorance and indolence are more likely to exist there than in the city. For the city child is surrounded with more of the instruments of law, more of the spirit of lawlessness, with plainer examples of the results of failure, and at the same time great incentives to work. The small town is often the pitfall of the country child. The loafers at the street corners, the idlers about the hotel, the indolent village wits, are often apt to represent an ideal of freedom from toil which appeals to the youthful mind.

In order to secure information as to what has been and is being done by the different cities and counties of the state, I sent to each city and county superintendent the six following questions:

"(1) What have you found to be the chief causes of irregularity of attendance and truancy?

"(2) Has the law been enforced in your county?

"(3) If so, what has been the effect on school attendance? On school work? On discipline?

"(4) What has been your success in securing a good truant officer?

"(5) What, in your opinion, should be the qualifications of such officer?

"(6) How many children have been brought into school thru the provisions of this law? (This will include truants and habitual absentees.)"

The reports as received from the different superintendents, both city and county, in California, show that many do not attend school because they are not controlled at home; their parents, while willing to provide food and clothing, let them spend their time as they please, and while they would prefer to have the children in school, are not willing to *force* them to attend. Others are not in school because parents are glad to have the little help they can give in earning money. In some cases, the parents are too lazy to make the living for the family, and so send the children forth as early as possible to assist in providing the necessities of life. Often the mother is the wage earner, and the home is entirely dependent upon her efforts. She works at washing, or any other manual labor she can get to do. The struggle to care for the children is a hard one, and it is no wonder that the mother feels she cannot afford to send her boys to school; for in many instances these cases *are* deserving; consequently the little assistance that the boy can give is very acceptable.

One superintendent answers: "In some instances parents were ignorant of the law, but after I explained the matter to them, they were very willing to comply without compulsion. Upon investigation I find that very little truancy occurs in the county schools. Absence is caused by children being kept at home to help parents; labor is scarce, and children are required to take the place of hired men."

In this state it is not infrequently the case that the father has been stricken down by disease, usually lung trouble, and may have forsaken the family, or else is a burden upon them. There is indeed a surprising number of cases of this kind. At times, poor teaching has been the chief cause of non-attendance. This might naturally be the case where the pay was little, the surroundings unattractive, and perhaps the place almost inaccessible, the long dlstances ofter operating against regular attendance, as is the case in some of the mountain districts. Bad home influence is a prolific cause of non-attendance, for where

vice prevails there will be no regular habits, and no desire for better things. Indifference is largely given as a cause of non-attendance. This indifference may arise from the ignorance of the parents, who, having no higher outlook themselves, cannot conceive of the necessity for it in their children. In one instance, a parent was arrested and fined for not sending the boy thirteen years old to school. Fine was paid, and the boy is now in regular attendance. External interests also claim a share of the blame for non-attendance. Boys who love the outdoor life, strongly desire to go hunting or fishing or driving in the farm wagon, and look upon mere book work as dull business, especially in such schools as are taught by those who unwisely seek to repress all natural activity, and who give the children only book work, instead of some nature study. From a far northern county comes the report that there is little truancy, that absence is caused by bad weather and epidemic diseases. This comes as a sermon to the children of cities, who have every opportunity given them to be regular in attendance, short distances, rendered easier by street car service and sidewalks, and good physicians to care for the health. Plain "dislike of school" is given as the sole reason for affecting attendance in another county, and of course this may arise from many causes. Again comes the complaint that the law is loosely stated, and therefore of little avail. "Family troubles" is another cause given. One county superintendent avers, referring to the compulsory education law, "that the machinery will not work outside the cities," while another says: "The law is not practically applicable to the country." The obvious difficulty of communication between the county center and the individual schools, together with the long distances from the home to the schools and from one school to another might, of course, make its enforcement more difficult. One county superintendent gives as the reasons for non-attendance "the little encouragement given to the child who can attend school only a part of the year on account of the work he has to do at home"; and "not enough encouragement to the misfits." Says one: "No children within four miles of the schoolhouse remain away."

To sum up, so far as the county schools are concerned, by far the greater number give as causes of truancy and non-attendance, indifference of parents (20 so reporting), and labor required of

the children (7): while 42 out of 49 counties report that the law has not been enforced, in most cases because no apparent need of it.

Out of 15, 9 cities report that the law has been enforced, to a greater or less extent. Causes given in the cities for non-attendance are as follows: Vaccination law, bad home influences and bad habits, desire to attend shows, indifference of parents, lack of proper parental control, child labor, poverty, cigarette smoking, poor teaching, hoodlumism.

It would seem that in both city and country, indifference of parents is the main cause of children's non-attendance and truancy. Labor in cities, except in the larger ones, is not required of children. In some counties the law has been advertised in the papers, and has had a salutary effect; while a mere calling attention to it on the part of school officers has in most cases been sufficient, without the aid of a truant officer. Carelessness of trustees and boards of education is also given as a reason for the law not being enforced.

It is interesting to compare reports of the census marshals, of the principals, and of the superintendents of schools, and to note the discrepancies between the enrollments and the school census after making due allowance for those over age, and who for other lawful reasons have not attended school, and to observe the shortage in the school enrollment. What is still quite as interesting and of as great importance, is to note on the teachers' reports those who were in school only a few days, the large number that were in less than the time required by law, and the still larger number who were not present when they could have been and should have been.

Answers to the other questions are as follows:

Question 3—"What is the effect on school attendance?" Out of 16 cities and counties enforcing the law, 14 answered, "Good." To the question, "Effect on school work?" 10 have answered "Good," and 2 "No change." To the question, "Effect on school discipline?" 11 report "Good," 1 "No change," and 1 "Discipline slightly more difficult."

Question 4—"What has been your success in securing a good truant officer?" 3 answer "Good," 1 "Poor," 3 "No need," 4 state that police act as such efficiently, and one says that the

janitor of one of the schools serves, while still another says he "doesn't find such officer mentioned in the law."

To question 5—"What, in your opinion, should be the qualifications of such officer?" the following answers are given: "A superannuated male teacher"; "One interested in the work for the child's sake"; "Alertness, kindness, and thoro acquaintance with people of the district"; "A person who will unflinchingly but sympathetically enforce the law"; "A person of good judgment, who believes in doing well whatever he does"; "Vigilance and kindness especially"; "Genuine interest in schools and firmness in performing duty"; "In the first place he must not work for fees. He must have the respect of the school patrons and pupils. Must not be a lounger on street corners, nor a patron of saloons. Should be a man trained in school work"; "Should in my opinion be a male teacher, of good judgment and executive ability"; "An imposing badge, good sense, good nature"; "Alertness, fearless, unhampered and reasonable"; "Vigilant, active, good judge of human nature, honest, industrious"; "A sympathetic understanding of children"; "One who is fearless in doing his duty"; "Fidelity"; "Honest, considerate and efficient"; "Good judgment, kindliness, love for the work"; "He or she should be tactful, kind, but resolute"; "A man of fair education, tactful, firm, but pleasant in manner"; "A man who knows the conditions and understands children"; "I prefer officer in citizen's clothes"; "A man of good, common sense, and industrious"; "Good sense and familiarity with people."

Question 6—"How many children have been brought into school thru the provisions of this law?"

Answers indicate the following:

CITIES—Oakland 120, Stockton 20, Salinas City 10, Santa Rosa 9, San Jose 200; total 359.

Not troubled with truancy: Pasadena, Alameda, Fresno.

Berkeley has not undertaken enforcement.

San Diego has not enforced the law, because of fight on account of vaccination, and not desiring to get into more altercation with the people.

San Francisco says: "Notice has been served on employers

of several children working in canneries that these children must not be employed."

COUNTIES—No need for the enforcement of the law:

Riverside, Ventura, Orange, Madera, San Mateo, Placer, Glenn, Inyo, and Plumas counties.

Kern county says: "Attendance has been remarkably good for past year."

Santa Cruz county has done nothing as yet.

San Benito county says: "The cases that we have to deal with are such the law cannot reach them."

Merced county, 6; Contra Costa county, 1; Hanford and Kings counties, two or three families.

Alpine county: "All but two or three in the whole county have attended sometime of the year."

Humboldt county, Sonoma county, and Santa Clara county state they do not know how many children have been brought in as the direct result of the law.

Trinity county reports: "Districts are very islolated, and many children are deprived of educational privileges, but measures are being taken to maintain school in different portions of the districts; but the system must necessarily be unsatisfactory, as the terms are short."

Del Norte county says: "Only one district in this county where there is any trouble in this respect, and an occasional notice in a local paper and the help of the trustees serve to keep up the attendance fairly well."

Lake county: "In my opinion, the law is not applicable to country districts."

Monterey county: "The law leaves too many excuses for keeping children out."

Stanislaus county: "This county office has issued circulars, containing compulsory educational law, to be sent to parents."

While our state law is explicit, and says *all* children between the ages of 8 and 14 years shall be required to attend public school each school year for a period of at least five months of the time for which the public school shall be in session in the city or city and county or school district in which said children reside; their attendance shall be consecutive at least eighteen weeks

yet the question is before us: How can the children be brought into school and kept there?

Superintendents, principals and teachers, knowing the conditions as they exist in the school and to some degree in the home, can assist very materially in enforcing the law. In order that the boys may be encouraged to remain in school, there should be the introduction of manual training, and special attention given to assist the foreign, the poor and those who have a tendency to truancy.

An argument frequently used among educators who favor compulsory education is that the state pays heavy taxes for the support of public schools in the expectation that the schools will turn out good citizens. The same statement has been reiterated in the schools themselves, until the pupils are impressed with the dignity of the thought that they are to be helpers in fitting themselves for intelligent citizenship, and that they are to look after other children who should be in school. In one instance, the boys of a certain school gave a special invitation to certain other boys in the family and brought those children into school. If properly organized, pupils will report to the teachers, or others in authority, children who are kept out of school on account of poverty, or because they are obliged to work. There are no doubt cases of want in our Golden State, to which the attention of those in authority should be called. Sometimes the fathers are away, and the mothers are not able to properly care for the little ones, so that boys especially are required to go out in the world and earn a living. They often become hard, and finally enter the truant classes, simply because they could not have the proper environment. If the teachers can imbue the children with the idea that they are to advertise just what the schools are doing, much can be accomplished towards gaining the desired results.

We note that in England the people have awakened to the fact that agriculture and horticulture must be taught the children, and to that end a bill making agricultural and horticultural instruction compulsory, in all schools in rural and semi-rural districts, was introduced in the English House of Commons last year. This special teaching is left optional in the city schools. We note that where the soil is most productive and yields the largest profit, the outlook for the general introduction of school

gardening and elementary lessons in farm work is better than in sections where the greater intelligence and knowledge of the scientific method of procedure are necessary to make agriculture profitable.

While our state cannot provide school police, as is found in Germany, yet if we properly mould public opinion, we have the best police system in the world in our own children and among our own people. Parents can co-operate thru their children at school, and thus greatly assist.

We find that our child study circles, as incorporated and carried on in Los Angeles, have proven of inestimable value in influencing the children, because of the closer relationship thus established between the home and the school.

So far, the greatest assistance that has come to the subject of compulsory education is the juvenile court, which we hope to make still more helpful in dealing with stubborn cases. The fact that such a court exists is of value in influencing the pupils to be in school. In one city of our state the parental school is run in connection with the juvenile court, and truants are transferred from the regular school to the parental school in connection with the detention home and the juvenile court.

While the year's results have not been what we had anticipated, or even had a right to expect, yet we must not allow ourselves to become discouraged, even if after our best endeavors the children are not all brought under school influences. Our teachers and school officers as a class are faithful, earnest and conscientious, but we must not forget that the Great Teacher, endowed with all the qualities for the perfect teacher, in his school of twelve, had one pupil upon whom His influenee was lost. JAMES A. FOSHAY.

The paper was discussed by Cox, Davidson, Stockton, McClymonds, and others.

The following paper on "Technical Training" was presented by James A. Barr:

HOW MAY THE DEMAND FOR MORE TECHNICAL TRAINING BE MET IN THE PUBLIC SCHOOLS

Fellow Superintendents: Our worthy maker of programs has seen fit to ask me to begin the discussion on "How may the demand for more technical training be met by the public schools?"

I can but wish that some one with a greater measure of both theory and experience might have been selected to bring such a live subject before this body. However, as the subject of technical training in its relation to the work of the public schools is one that no two of us are likely to agree upon, if I fail to throw light upon the subject, I can at least confidently express the hope that a liberal measure of both criticism and discussion may follow.

"Technical training" may be either vocational or general in its nature—vocational as in the trade school, general as in most manual training schools. I take it that in today's discussion we should keep in mind first, the "technical training" that it is desirable to work toward in the public schools of California; secondly, the work that it is practicable to do now considering the limitations as to funds, teaching force, public apathy.

While I hardly feel called upon to make an argument in favor of technical or industrial training before this body, I feel justified in quoting the following from a report made in 1895 by Mr. Hodge, secretary of the International Committee of the Y. M. C. A.:

"Of 13,000,000 young men in the United States between the ages of 16 and 35, only 5 in every 100 have been prepared by education received at some kind of a school for their occupations; 95 have not been so prepared. From a study of the subject it is found that of every 100 graduates of our grammar schools only 8 obtain their livelihood by means of the professions and commercial business, while the remaining 92 obtain the same by means of their hands. The eight are fitted for their wage-earning capacities by the training obtained in colleges, universities and professional schools, while the 82, denied similar opportunities, are obliged in a great majority of cases and amid great embarrassments to fight their way for a livelihood by experiment and imitation of other workmen."

If, as a leading educator of Massachusetts declares, "It is the function of education to fit for life; to make the individual intellectually, morally, and *industrially* efficient; to adjust him to his environment," surely California may well do more for the 92 just referred to as well as for those who do not complete the grammar school period. But how much more, and what, and when, and where? Knowing that a Moses is needed to lead us

thru the wilderness of tradition to that "promised land" where each may be educationally fitted to his life work, one may well be pardoned for hesitating even to offer suggestions. The fact that California is a state with such great and varied resources, that the industrial conditions in one section are so different from those in another, makes the problem even more difficult.

However, a beginning, and a good beginning, has been made along the line of industrial education in California. As is usual the work began at the top in the university and is surely, even if slowly, working downward toward the primary school. At Berkeley in the colleges of commerce, of agriculture, of mechanics, of mining, of civil engineering and of chemistry, the highest type of technical training is being given—training, too, that is directed largely along the line of the industrial problems of the state. At Stanford similar training is given. The California School of Mechanical Arts, the new state school at San Luis Obispo, the Wilmerding school, the Throop Polytechnic Institute and other similar institutions, are each along certain lines, helping to solve the problems of technical training. The work is slowly spreading, especially in the city systems, to the high schools, the grammar schools, the primary schools. This convention is fortunate in meeting in the home city of one of the pioneer industrial schools of the state. I trust that tonight all of us may have the privilege of seeing something of its work. The state normal schools are beginning to send out teachers with some idea of industrial work. While much of the industrial work so far given in the public schools of California has been experimental, it has represented growth. It has been an effort to build the work along the line of the needs of each particular community.

In considering "How the demand for more technical training may be met by the public schools," the laws now in force and the agencies now at work should be taken into consideration. For years drawing has been one of the subjects required to be taught in the public schools of the state, a requirement that in too many cases reposes quietly between the pages of the course of study. To my mind drawing is the one essential requisite preliminary to any technical training. In training both hand and eye, it is the very alphabet of industrial education. Few of us but that have sinned in not demanding a higher standard

of our teachers and of our pupils in the work in drawing. In only two many examinations for teachers' certificates in California, the examination in drawing is a farce. In only too many localities the state requirement and the course of study are dead letters.

The law providing for the formation of union school districts, for the transportation of pupils and for the employment of supervising principals, makes it possible not only greatly to increase the efficiency of the rural schools but to devote more attention to drawing and to other lines of industrial work. With a number of teachers in village or union schools, it is always possible to secure at least one teacher who has had technical training along some one or more lines. Then by carrying on departmental work, the benefits of such lines may be taken to all grades and at no extra expense to the school district.

Our technical schools of college rank are among the best. Following the general law of progress, the next step should see the strengthening of the work in the secondary schools. The College of Agriculture at the State University thru published bulletins, thru the work of the experiment stations, thru farmers' institutes, is in close touch with the farmers of California. Why not go a step farther and take the work to their sons and daughters in the secondary and even in the elementary schools of the state? Why not teach the elements of agriculture in the public schools? Nature study in the rural schools might well be based on agriculture.

For the past twenty-five years the College of Agriculture at Berkeley has conducted experiment stations for the study of the peculiar conditions of California as to soil, climate and situation. In horticulture, in viticulture, in dairying, in irrigation, in all phases of agriculture, a mass of data has been gathered that has been of incalculable value to the farmers of the state. In the county high schools, in the district high schools, in the city high schools having a tributary agricultural region, courses should be organized that will bring the students in touch with the real problems of real farm life. The wealth of data that has been gathered by the College of Agriculture at Berkeley would be available for such work. Any course offered should take into account the environment of the pupils and the agricultural needs of each particular locality. For instance, the secondary schools of Fresno county might well emphasize in such a course the life

history of the grape—the soils adapted to its growth, methods of planting, cultivation, irrigation, insect pests, markets, etc. In like manner, the secondary schools of Riverside, of Tulare, of Butte, should emphasize citrus culture, and so on thru the range of special industries thruout California. It should be clearly understood that the suggestion made does not involve the doing away with the culture courses now offered. It would mean, at the present time, the substitution of a course in agriculture for some one subject of study now pursued. Thru teachers' institutes, thru farmers' institutes as conducted now, thru publications of the University and of the United States Department of Agriculture, thru courses at the summer schools, the teachers of both the secondary and of the elementary schools should keep in touch with the work. No more helpful work could be taken by any teacher than the course on "California Horticulture" to be given by Prof. Wickson at the coming session of the Berkeley Summer School. By a system of visitation and accrediting, the College of Agriculture could give proper guidance to the courses offered by the secondary schools of the state.

In considering the possibilities of connecting nature study with the elements of agriculture in the elementary schools of California, a lesson can be drawn from the history of the nature study movement in the State of New York. What was done for New York under the guidance of the College of Agriculture Cornell University could surely be done as well for California by the College of Agriculture connected with our own State University. Of course such work directed from Berkeley would require more instructors than are now employed, but I venture to say that with a proper presentation of the subject to the legislature, the funds would be forthcoming.

National efforts to promote industrial education on a large scale date from the first great "world's fair" in 1851. The manual training movement in America began with the Centennial Exposition of 1876. Means should be found for bringing to California the lessons that the St. Louis Exposition may have along the line of technical education. At St. Louis will be found the plans, methods, results of such training from all parts of the world. A committee of educators should be appointed to make a careful study of the school exhibits and to point out wherein

the schools of California may profit from the experiments and successes of other places.

While trade schools are conducted in France, Germany, and certain favored spots in the United States are things to hope for even in public school work, I realize that for most localities in the state they belong to the future. The problem of the present is to utilize the laws now on the statute books and the facilities now available in equipping our boys and girls in the best possible manner for their life work.

I realize that each locality must work out the problem of industrial education in its own way. There seems to be no reason, however, why all schools, whether primary, grammar, or high, should not be doing something, whether that something be wood working, domestic science, basketry, agriculture, or just plain, everyday drawing. Nor should too nice a distinction be made between what is educational and what is merely useful. While the educational may be far from being useful, the useful seldom fails to be educational.

In conclusion let me say that I have not endeavored to cover the whole field of industrial education. I have sought to point out a few phases of the work that I trust may be suggestive. To summarize as a basis for the discussion and criticism which I trust may follow:

1. Technical training in some form should be a part of the work of every school in California.

2. In the interest of the development of the material resources of the state, technical training in the public schools should receive state aid.

3. In forming courses of study the useful should be kept in mind fully as much as the educational.

4. The type of technical work given should depend largely on the industrial environment of the pupils. In agricultural communities, the study of agriculture should predominate; in manufacturing centers, work with wood and the metals should be taken as the basis, etc.

5. Scattered rural schools should be consolidated in so far as possible.

6. In village and consolidated schools departmental work is desirable.

7. The work along industrial lines should be better adapted to

the needs of the pupils who are unable to complete the grammar school period.

8. The work in the secondary schools should be strengthened and extended.

9. The work in drawing should be brought to a much higher standard.

10. Such agencies as the College of Agriculture of the State University should be utilized in extending the work.

11. A committee of experts should apply the lesson of industrial education as seen at the St. Louis Exposition to the needs of the public schools of California.

The paper was discussed by Graham, Barker, and Waterman.

"The Union of School Districts," was discussed by Wright, Barbee, Baldwin, Stirling, Edwards, Walker and McPherron.

The subject of "Teachers' Institutes" was presented in able papers by Dan H. White and F. P. Johnson. There was considerable discussion on the part of Moore, Nichols, Adrian, Reager and Batemen.

Minnie Coulter presented the following paper:

INSTITUTES, IF NOT ABOLISHED, HOW CAN THEY BE IMPROVED?

Connect the work at the institute more closely with the professional work the teachers are expected to do thruout the school year, also with the actual work done in the schoolroom.

So far as possible introduce any new line of work that is to be done in the schools at the institute and have the teachers do the work before they try it in their schools. Have some expert present the work to the teachers.

In other words the character of the institute should always be determined by what the superintendent is trying to have the teachers do in their schools. By what he thinks the teachers can do next, that is, what they are prepared to understand and give over to others.

1. An institute should inspire.

2. It should unite, that is, it should make the teachers realize the strenght of numbers.

3. It should cultivate social life in the institute itself, that is, it should lead the leaders to become educationally acquainted, to become sympathetically familiar with the professional views and

aspirations of their neighbors. This is easily accomplished by giving the teachers some new but easy task like basket-weaving, where they have to both give and receive help, and they very readily ask for or give out all of the information that is at hand. This kind of work will at least throw off the ordinary restraint and will serve as the first step toward the attainment of the desired end.

4. The institute should educate the people in general by showing them what the schools are doing and what they are trying to do.

5. It should teach a few specific facts, and this is of least importance.

6. It should encourage and stimulate a desire for professional reading and *esprit de corps.*

The best plan for conducting an institute, so far as I can judge, is to select some one line of work and have the teachers read, under the direction of the superintendent, the best available book or books on the subject, and come to the institute prepared to discuss certain topics or questions assigned. Have the reading along the line that is to be taken up at the institute extend thruout the school year, that is, give the outline to the teachers early in the year. If the teachers have studied the work assigned and are prepared to discuss the topics or questions given in the outline, they have a better apperceptive basis for instruction given them by experts along that line. For example, if the superintendent is trying to improve the work in English in his schools and the teachers read and discuss Chubb's English, by sections, that is, primary and grammar grades in one section and high school teachers in another, the entire institute is prepared for work in actual teaching given by a successful teacher, or for an inspirational paper by some one capable of giving it.

The question has been raised, which teacher receives more benefit from the institute, the trained or the untrained? I should answer both. The trained teacher gets more because she is better prepared to receive it, but the untrained teacher gets all she can absorb, I think. The trained teacher gets two points of view, one which is her own retrospective view, based on former training and experience in actually doing the work in the schoolroom, and the point of view that she gets from the instructor who presents the work at the institute. She leaves the institute with the assurance that what she is doing is right, if the instructor agrees

with her former views and with some suggestive interrogation points in her mind, if he does not.

If the question, "What teacher cannot do without the institute?" Then I should say the untrained teacher, for she really cannot teach without it. It is often her only source of inspiration, her only point of contact with professionally trained men and women following her own line of work, her only uplift during the entire school year.

She it is who teaches away in the hills, where she gives out all that she has to give, and seldom, if ever, comes in contact with those who are her own intellectual equals and are directly interested in her particular line of work. She it is who rarely sees a good picture, hears a piece of music that is really good attends a lecture, hears a thoughtful sermon, or has access to a good library, even if she were capable of using it. She it is whose salary is so low that she could not travel if she was so inclined, who could not spend her vacations where she might acquire most that would be helpful to her, and, therefore, to her school, even if she knew where to go and how to spend her time. The untrained teacher does not get more, but what she does get she needs more than the trained teacher needs. She gets what she cannot do without. She gets the actual necessities of her profession, while the trained teacher gets its luxuries. The trained teacher's horizon is broader, hence she gets more, but in the untrained teacher's narrow horizon what she gets seems like mileposts.

The trained teacher needs the institute because new things are constantly coming up, and no school can teach all that is to be learned. The institute is the salvation of the untrained teacher, for it often provides her only chance to grow.

It is a good thing to have on exhibition some of the everyday work from all of the schools along the particular line that the teachers are studying, so that during the intermissions of the institute the teachers will have an opportunity to inspect the work from other schools. This will give a basis for comparison, hence new standards. This will tend to raise the standard of work by giving the teacher a new incentive, that is, by letting her see work that is better than her own. It gives the teacher new ideas as to how to present her work and sometimes how not to present it.

One of the chief values of an institute is to put questions into the teachers' mind. Questions that he must go back and work

out. Quoting Mr. Cox: "This is one of the things a good teacher does. She raises questions in the minds of her pupils and leaves them as questions. The poor teacher who knows and knows that she knows, would never dare to do such a thing."

An institute to be successful must be co-operative, the teachers must give and receive. They should never sit as mere receptacles during an entire session of an institute.

A summer school could not take the place of an institute, for it could not cater to local conditions, even if they were known. Unless a summer school were held in each county it would not educate the people in general. If an institute fails of its purpose, it is because the right thing has not been given, or it was not presented in the right way.

NOTES

Thomas J. Kirk, superintendent of public instruction, was highly praised for securing headquarters and convention hall in Hotel Potter. The superintendents enjoyed every moment of the time.

Supt. W. S. Edwards worked faithfully to make the reception in Hotel Potter and carriage rides in and about Santa Barbara successful. The superintendents appreciated his efforts.

When W. H. Langdon announced that unless the convention adjourned immediately the dining-room would be closed, and it would be impossible to get lunch, Superintendent Kirk wittily said: "We now face a condition and not a theory."

Superintendent Ellen Lynch became very popular in speaking of official visits. She described the various ways in which she interested teachers and patrons in school visits, closing with, "I let them know I am a good fellow."

Mrs. Edward Hyatt was one of the features of the convention. Her comments were both pointed and effective.

President Black, of the San Diego State Normal School, and ex-superintendent of public instruction, wrote a letter advocating more adequate salaries for teachers, and particularly for county superintendents.

Thomas J. Kirk gave some inside information on the ways and means to secure the passage of educational bills. Superintendent Kirk has been very successful in securing the enactment of legis-

lation affecting the public school system. The high school, the compulsory education, and the text-book law are largely the result of his work. Resolutions, writing, and discussion of bills do not always accomplish results.

John Waters, superintendent of Calaveras county, applauded the statement of A. H. Adrian that the young girls in the schools should be trained for domestic service. Waters is a bachelor.

Edna Rich, who has charge of the A. C. S. Blake Mannal Training School, prepared a most interesting exhibit and reception for the visiting superintendents.

CHANGES IN SCHOOL LAWS RECOMMENDED

Changes recommended in the school law by the committee on legislation at the Biennial Convention of Connty and City Superintendents, held at Santa Barbara, May 10, 11, 12, 1904, and approved by said convention:

School Revenues

1. That there be no change relating to local or district taxation; that the state school tax be fixed on the basis of $9.00 per census child, instead of $7.00; that the county school tax be fixed on the basis of $7.00 per census child instead of $6.00, provided that the county school tax shall not exceed 50 cents on each $100.00 of valuation on the assessment roll of the county.

2. That the provision for $400.00 districts be dropped from the law; that the minimum amount of money apportioned for each teacher be raised to at least $600.00; that no school receive less than $700.00; provided additional remedies be secured for such increase; that the census apportionment be based on 60 census children instead of on 70; that a committee of five be appointed to determine the details of the apportionment of school funds.

3. That in addition to the state school fund, at least 60 per cent of the county school fund be expended for teachers' salaries only.

High Schools

That the provisions of the law relating to high schools be hormonized.

That expressage or cost of exchange incurred by county superintendents in the distribution of high school funds be made a charge against such funds.

That the minimum average daily attendance requirement be made 10 pupils.

That one-teacher high schools be allowed not to exceed $300 per year.

That commercial and technical high schools be entitled to share in the fund.

That admission to the high schools be accorded to those who have completed the common school course of the county, city or city and county, or an equivalent course, or on passing an examination subject to the approval of the county, city, or city and county board of education.

That there be no requirement of a course leading to admission to the University.

That university visiting is not required.

That the principals of high schools in cities having city superintendents shall report to the city superintendents, and that the city superintendents shall report to the county superintendents, and that the county superintendents shall report to the State superintendent.

That high school bonds may run for forty years as common school bonds do.

That where a high school district is divided into two or more common school districts, such division shall make the two or more districts a union high school district, instead of allowing the newly made district or districts to escape from the high school.

Time of Formation of New School Districts

That the law be so changed that new school districts may be formed and district boundaries may be changed between the first day of October and the fifth day of February only.

Notice to be Given of Proposed Change

That, when new school districts are petitioned to be formed or boundaries changed, notice of such proposed change be sent by registered mail to the trustees of the districts affected not less than seven days before the meeting of the board of supervisors at which the petition is to be acted upon.

Age at Which Pupils May be Admitted to School

That children between the ages of six and twenty-one years of age be admitted to the schools, provided that such children who will be six years of age during the term of half year can be admitted only during the first four weeks of such term of half year.

Neglect of Trustees to Appoint School Census Marshal

That when school trustees fail to appoint census marshals,

such marshals shall be appointed by the county, city or city and county superintendents of schools.

Election of Members of City Boards of Education

That in cities having boards of education, the members be elected for four years, and that, as nearly as possible, one-half the members be elected biennially.

Report of Committee on Compulsory School Attendance

The following statements and recommendations set forth the opinions of this convention as to the new law "enforcing the educational rights of children":

1. The law is a commendable one.

2. According to the report of Chairman Superintendent Foshay, no concerted action in the enforcement of the law has been made throughout the State; and in most places where action has been taken it is only in a half-hearted and hesitating manner.

3. In schools where definite action has been had, [illegible] in the main has proven operative and effective.

4. The following changes should be made in the law:

(a) Boards of education and boards of trustees sh[illegible] e required to enforce the law;

(b) Boards of education and boards of trustee[illegible] ve power to establish day truant, or parental, sch[illegible] a special tax levy;

(c) The clause requiring boards of educati[illegible] the city council the proposition to establish a [illegible] should be stricken out;

(d) Provision should be made for the estab[illegible]nment of county parental schools;

(e) The "two mile limit" and the plea of poverty as excuses for non-compliance with the law should be stricken out;

(f) The juvenile courts recently provided for by the legislature should have jurisdiction over cases under this law in the matter of attendance of delinquents.

5. In cities and towns where there are a sufficient number of children, who by reason of delinquencies enumerated in the law are amenable to the penalties thereof, and where a regular parental school has not been provided for, the establishment of an ungraded class, or day parental school, for such delinquents would be the most effective means of carrying out the provisions of the law. The instruction given in such classes should lay special emphasis on manual training, nature study and such other matters as will appeal to the interests and activities of the children.

6. In order to enforce the provisions of this law in country schools, county superintendents should take the following steps:

1st. Send a circular letter once a year to the clerk of each

school district before the opening of school, reciting the provisions of the law and its penalties.

This letter should also urge upon the trustees the necessity of their being diligent in enforcing the law.

2nd. Superintendents of schools should have brief notices printed reciting the provisions of this act, and also its penalties, and forward a sufficient number to each clerk that he may distribute one to each family in his school district.

Committees Appointed

LEGISLATIVE.

(This committee to formulate such changes as are desired in the school law and present them to the legislature.)

The State Superintendent; J. W. McClymonds, Oakland; Jas. A. Barr, Stockton; A. A. Bailey, Martinez; William H. Langdon, San Francisco; S. D. Waterman, Berkeley; Edward Hyatt, Riverside.

CENSUS.

(This committee to study the subject of raising and apportioning of school revenues, and to see if the taking of the school census can be done away with.)

Mark Keppel, Los Angeles; George L. Sackett, Ventura; J. F. Barbee, Mendocino; Duncan Stirling, Monterey; Hugh J. Baldwin, San Diego; Dan H. White, Solano; W. S. Edwards, Santa Barbara; B. F. Howard, Sacramento.

Among the resolutions adopted by the convention were the following:

Resolved, That this convention of county and city superintendents heartily indorse the University and Normal Summer Schools at Berkeley and San Jose, and that we urge our teachers to attend.

WHEREAS, Owing to the small appropriation for printing for the office of the State Superintendent of Public Instruction, many blanks necessary for the schools can not be and are not furnished to the different counties; and

WHEREAS, The said blanks are indispensable and are printed by the different counties and at a much greater cost to the taxpayers than when furnished by the State superintendent's office; therefore be it

Resolved, That we favor an adequate appropriation by the State for the printing necessary for preparing and supplying all necessary school blanks, blank-books, etc.

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

One may easily discover the trend in educational matters by a close observation of recognized leaders. Only a few dare break away from the established usages and traditional methods. The many follow, sometimes afar off. And this is as it should be. The expert is necessary in education, and when there is unanimity on the part of many who are in close touch with progress, concerning the necessity of some modification of method or order of procedure in the work of the schools, the change is sure to be given a trial. So when such leaders as Dr. Dewey, Dr. McMurry, and President Eliot are unanimous in opinion, that opinion may modify the practice of many teachers.

Such a change in the primary grades is clearly indicated by notable utterances—utterances that make it safe to predict that the time is not far distant when the teacher in the lower primary grades will present the kernel rather than devote so much time to the husks of knowledge. Out of a stubborn agitation concerning the inefficiency of the English in our schools has grown a new and revolutionizing importance, an unprecedented activity and enthusiasm in its pursuit. The literary interests of childhood are being studied and catered to. There is a bewildering output of language lessons, readers, special editions of classics, old and new. Literature for the schools in all grades and in all subjects is accessible to all who wish it.

We have laboriously passed thru the "A, B, C Method," "the Phonic," the Word"; we have had the "Pollard System," and the "Sentence Method," and reading was never taught better than it is today in the best schools where the teachers see, yet, opportunity for improvement. In these schools we see the dawn of another method—"The Story and Poem Method"—where the pupil learns to read from literary productions which he has previously learned to enjoy thru their oral expression and reproduction. The printed page is employed when the child feels the

need or reason for its use. He then studies its phrases, its words, its syllables, its letters, and its phonic elements—studying them in the order in which they are given here.

Our teachers are called upon to use the unsurpassed English literature as it never has been used before—for the formation of character, the enrichment of life, and the refinement of manners. At present, most of us are at work in a mist of unsettled questions, and for some time yet we must not expect that the scattered light will settle into a steady glow. Yet we find everywhere the conviction that the English of the primary grades should be more than the mechanical learning to read. There has been effort and successful effort to formulate courses of literature in these early grades. The story, the poem, the song appeal to the children without the intervention of the printed page; objects and pictures appeal to his eye. Time is saved by a prudent delay in teaching the mechanics of reading. It is not a mere prediction that pupils thus taught learn more easily to read with thought and expression; it has been proven in many instances.

It was with this thought in mind that the course in Methods of Reading was outlined for the State Teachers' Reading Course. These books, used in connection with the suggestions for literature and composition in Bulletin No. 4, issued by the San Francisco Normal School, will be invaluable to the teachers or the county taking up the course. The two pedagogical books—"Experiment in Education," and "Education and the Larger Life," with the method work as outlined for reading—are largely suggestive for progressive teachers along this new thought.

The principle of Socrates, "That in every enterprise the beginning is the main thing, especially in dealing with a young and tender nature," is gaining with us. The vital period for making or marring the child's literary tastes or aptitudes is the sensitive years spent in the lower grades. Many of the great classics are meant for the readers of all ages. They, like a great picture, have a word for every one because they appeal to the emotions which are far more independent of age or culture than the intelligence. Many hold and spread in ever-widening circles to the eve of life. The selection of material cannot be made independent of treatment. From the common elements of the same poem, different teachers build up such totally different worlds! There must be some unique ingredient which each teacher adds to the stubborn facts to work the wonder! This ingredient is the

idea, the view point, the personality. What is made out of the material depends upon the ideas that are brought to bear upon it. Small ideas produce small, primitive, fixed results, yielding nothing beyond the fact. Great ideas produce a progressive environment, the outer aspect of which is in knowledge, the inner aspect is development. The idea brought to the conduct of the school is a matter of the deepest concern. Education is an application of the rigid principles of cause and effect.

Culture and Power Should be United in the Teacher

The time for going to school passes, but the cultured, strong, aspiring teacher can receive no higher reward than the consciousness of power and the joy which comes from the continuous acquisition of thought. The problem of professional growth involves all of the individual and all of the social factors. It is a sociological as well as a psychic process. Each has his own individuality always asserting itself, but nevertheless the teaching body is one in aim, one in spirit, one in work. The two seemingly untagonistic forces of selfhood and comradeship are not really antagonistic, but are complementary. One needs the other. Beneath all the diversity there is unity. There may be broad contrasts of spirit, method, and treatment but a common foundation and impulse underlies all good work.

It is needful that teachers be alive to influences as they arise. Present conditions demand that teachers must know more, teach more, and be more of a living force; that there shall be more of professional zeal and more enlargement of teaching power; that the teacher shall place a higher value upon himself; that his capital shall bring him more interest as personal culture; that culture and power shall be united. It is this combination which makes the teacher admirable and it plays no small part in his teaching as a moving force.

Culture is primarily a function of the intellect; the man of culture knows, appreciates, gathers up the treasures of others; power is primarily a function of the will; the man of power does, executes, uses every fact of his experience as a tool for securing results. To overestimate the importance of either is impossible. To overestimate the importance of the vitality which comes to the teacher thru their union is impossible. The teacher must bring to his task vitality and from him his task must not take it

away. Trustees are wise in judgment and sound in administration when they demand a living teacher. But they are often not so wise in judgment and sound in administration when they allow the vitality of the teacher to be sapped and sucked. So long as the school board does not provide that its teachers may secure a year's leave of absence, with an assurance that a position will be open to them upon their return, just so long will the vital force of the teacher be low and the culture remain at a minimum.

The Teachers' Reading Course is intended to do something for culture. Six weeks at the summer school will add more to culture and teaching power—will give a new and higher outlook. A summer vacation will restore in a measure physical and mental vitality, but as the years pass, each takes something of muscle, and nerve, and mind that is not fully restored by the vacation, the reading course, or the summer school. This seems possible only thru an entire change of environment—new ideas, new association, new responsibilities—in other words, an occasional year for travel, or study, or rest.

Advance in Education Comes Unannounced and As the Result of Unseen Forces

Educational advances come in response to demands that cannot be denied. Every real step forward corresponds to some necessity, to some increase of knowledge, to some change in the intellectual activity of the time. The fundamental scheme may remain unchanged, but the change in the subject matter and the purposes make advance necessary and unavoidable. These changes do not rest in avowed attempts at reform, but originate in forces beyond human control—some fact of human experience, some energy of human purpose or desire. The thoughts of our greatest men have been spoken without a definite idea of the stupendous changes that might result from them. They knew but little more of their origin and destination than we do of the ships that come and go against the blue of the heavens, but the thought, expressing the impulse of a generation, grows so slowly and inevitably that it must be recognized as a universal movement. By an invisible process the past century has enlarged, uplifted, and humanized the whole system of elementary education. These results have been attained, but out of them today questions are

arising that are as significant and as essential. Every step in the line of progress opens the way or compells another step.

The teacher today enters the profession with expert knowledge. He is ready to begin his life work. It is, in fact, his commencement day. It is the day on which he begins to apply the knowledge and theories that he has made his own. He begins with the spinal nerve well formed. The State Reading Course is intended to keep this in in healthful condition and to develop ganglia with nerves reaching out in many directions. It is intended to prevent haphazardness in the choice of reading, to give direction and aim. The force thus created should add to consistency and general worthiness. It should stimulate and add to what the teacher already knows, and is, and will be. It should aid in keeping knowledge vital—should give it life, life fuller, larger, and more living.

* * *

Why the Frog Has Red Legs

[The writer of these stories is Charlie Brown, a pupil now in the fifth grade of the San Rafael schools. He is fourteen years of age. The touch of literary genius, struggling with the difficulties of expression, will be found in them. He is an interesting illustration of what the public schools by the way of supplementary reading may do for a boy. His teacher in the first grade was Miss E. Louise Smythe, who continued to take an interest in him after he had learned from her the first steps in reading and writing. He became absorbingly interested in reading and soon began to compose verses and stories of his own. He is now a voluminous writer as well as an omnivorous reader. He gives nearly his whole time to these children of his fancy and his note books are filled with them—unfortunately, we perhaps say—for his arithmetic! One cannot read these stories without perceiving the artist's touch and wondering upon the future of Charlie Brown. If there is a future he will have to thank, not the regular school course, but the books and suggestions which his teachers have incidentally thrown in his way. Teachers may find his stories already useful for schoolroom reproduction. The manuscript has been unchanged, Miss Smythe writes, except for the spelling and some grammatical forms, one which Charlie shows an undue right to exert poetic license.—EDITOR.]

One day the Great Spirit was out walking. The sun shone brightly, and here and there sunflowers grew.

When the Great Spirit was going home he passed a pond. Upon a water-lily leaf sat a frog. "Croak," went the frog. The Great Spirit saw it and said, "Why, there's a frog on a water-lily."

The frog jumped off the water-lily and followed the Great Spirit home.

The Great Spirit got his supper and sat down to eat. But when he was not looking the frog jumped into a dish which was filled with red juice.

Of course the frog's legs turned red. "Go away," cried the Great Spirit. "Go away."

The frog went away and laid down to rest. When he got up he saw that his legs were red.

The frog went to the pond and jumped into it and tried to wash his legs, but the color would not come off.

So ever after some frogs have red legs.

The First Water Lily

Long ago there was a pond. This pond was very clear and deep. Fish swam in the pond. Boys stood on the banks and fished. Everything was green around the pond, but it was not happy because no flowers grew around it.

"I wish flowers would grow around me," said the pond.

Years went by and still the pond was not happy. The sun shone brightly on it, but it was not happy.

"Oh, I wish flowers would grow around me."

One day a boy threw a little flower into the water.

"Oh, I am so happy," said the pond.

The flower grew larger and larger, till it was a large flower. It turned white. Its leaves were large and green.

"Oh, I am so happy," said the pond.

Soon the pond was covered with flowers.

The Great Spirit saw the flowers and said, "We must give those flowers a name." "Call them water-lillies," said the pond.

The First Sunflower

Long, long ago, the Great Spirit of the earth was out walking. The sun was shining brightly.

The Great Spirit picked flowers here and there, but they were dying because the sun was so hot. The Great Spirit did not like it, so he said to the flowers, "Who can live in the hot sun?"

"I can," said the daisy.

"What! A little flower like you?" said the Great Spirit.

"Let me try,' said the daisy.

The daisy tried, but it soon withered.

"Let me try," said the lily.

"Why, you will wither like the daisy."

"O, Great Spirit, let me try," begged the lily.

"Since you want to try," said the Great Spirit, "you may."

The lily tried, but it withered as the daisy had done.

A great many other flowers tried, but they, too, withered.

At last a little flower said, "O, Great Spirit, let me try."

"You are too little," said the Great Spirit, "you will wither like the other flowers."

"Oh, no; please let me try," begged the little flower.

"You may," said the Great Spirit.

The little flower tried and soon it began to grow bigger and bigger. It grew thicker and thicker. Its leaves grew wider and wider.

The flower grew large and round. It grew more and more yellow till it was as yellow as the sun.

"Pretty flower, you shall live in the sun and be called the sunflower," said the Great Spirit.

The Meeting of the Birds

Once a year all the birds of the air would have a meeting. At this meeting the birds would tell their troubles to the king.

The Eagle was the king. He was a large and powerful bird, and all the other birds were afraid of him.

At this meeting the Linnet was the first to tell her troubles. "O, King," she began, "I have so much to tell you. Once I had a nest with four little eggs in in. I was a happy bird then, but one day when I was off the nest, Mr. Bluejay came and ate my eggs."

Next spoke the Sparrow: "O, King, let me tell you what Bluejay did to me. One morning I had a large worm. I was going to eat it, but Bluejay took it away from me. Once I had a little nest. It was a pretty nest and I liked it. Bluejay saw it and he broke it."

Next spoke the Robin: "O, King, let me tell my troubles to you. I know you will help me. Last winter when the other birds had flown south, I stayed here to sing and make people happy. But Bluejay drove me away."

"Bluejay," cried the King, "come here!"

The Bluejay came. He looked scared and wished he had not come to the meeting.

"O, King," said the Bluejay, "I know you are a wonderful king. When I ate Linnet's eggs I did it because I was hungry. When I took Sparrow's worm, I did it because I was hungry. When I broke her nest I did it because I wanted to have some fun. When I drove Robin away I did it because I wanted to sing."

"Bluejay," cried the King, "you shall never sing again. All you can do is to call."

The Bluejay tried to sing, but he found his voice harsh. He flew away to the darkest part of the forest, where bluejays are still found.

San Rafael. CHARLIE BROWN.

Books and Magazines

Many of California's teachers will recall the author of this book, as he appeared before the State Association at San Francisco last December. As a public speaker he is technically well-bred, though not profound; amusing and stimulating, though not through substance and lack of sentimentality. For a technical discussion of the art of reading his book is one of the simplest, directest and most serviceable in the market. The "criteria of voice expression" are few and sound. The suggestions for execution have been divested of the usual multiplicity of fine distinctions and brought to a few dicta which go straight to the mark.

Only indirectly, however, does the book live up to its title, "How to Teach Reading in the Public Schools." It deals, after all, with how to read, and the teacher must still solve the problem for herself to which extent the suggestions of the book are directly available and how far they must be adapted.

* * *

A living language is always in the making. Because it is a living thing it is a growing thing, and what it is at any moment of its history is the result of gradual changes which are ever taking place in it. The English of King Alfred was very different from that of Shakspeare, and the English of Shakspeare again was very different from that of the present day. Our purpose, says the author, is not to trace these changes, but "merely to give some idea of the causes by which the more remarkable changes in the language were brought about, and to estimate the effect which these changes have had on its fitness as an instrument for the expression of thought." The school study of English is apt to resolve itself into a series of exercises in the anatomy of language, into a study of forms. This book will do more than any which we know to emphasize the functional aspects of speech. Such a change, we believe, is nothing short of passing from the unintelligible to the intelligible. We heartily commend it. Would that every teacher might read it. Let it at least go into every school library.

How to Teach Reading in the Public Schools, by S. H. Clark, Ph.B., of the University of Chicago. Scott, Foresman & Co.: 1902.

The Making of English, by Henry Bradley, M.A., Ph.D. New York: The Macmillan Company.

"I have contemplated writing a history of the United States in a single volume, that should fall between the elaborate works, which are beyond the reach of most busy people, and the condensed school histories, which are emasculated of all literary style through the necessity of crowding so many facts into small space."

The nine hundred pages of this volume afford rather ample space for the story of the nation from the discovery of Columbus to the Hay-Bunau-Varilla treaty providing for the construction of the Panama canal. It takes daring as well as candor to write in the preface: "Knowing that many intelligent people who wish to know something of their country are not fond of reading history, I have given careful attention to style in the hope that the book might be easy and pleasurable to read, as well as instructive." It would be difficult to imagine a more dramatic and fascinating account than Mr. Elson has succeeded in presenting. The selection of material is just and satisfactory. The life of the people, rather than the high temperature phases of that life, forms the basis of the narrative. Partisanship has been quite successfully eliminated and the judicial attitude maintained. The author has used both primary and secondary authorities in making the book. We should like to call for special attention to his work. It embodies a rare combination of qualities, and for supplementary reading in United States history it can hardly be excelled. It should find a place in the school library.

* * *

This is a new edition of an authoritative and standard work. It is an encyclopædia of history in the German sense of that word. Of late years general histories have fallen into bad repute. This, we believe, is due to the poor quality of the books which have usually assumed that name. There is a place, and a very large place, too, for such a book as Professor Fisher has written. "My idea of such a work was," he says, "that it should present the essential facts of history in due order, and in conformity to the best and latest researches; that it should point out clearly the connection of events and of successive eras with one another; that through the interest awakened by the natural, unforced view gained by this unity of history, and by such illustrative incidents as the brevity of the narrative would allow to be brought in, the dryness of a mere summary should be, as far as possible, relieved."

A work on general history is necessary either as a text-book or for frequent reference to present a map of the field of history,

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History of the United States of America, by Henry W. Elson. New York: The Macmillan Company.

Outlines of Universal History, designed as a text-book and for private reading, by George Park Fisher, D.D., LL.D., Professor in Yale University. New York: The American Book Company.

to point out the connection of events and to exhibit the unity of history.

We shall have to adopt the mechanism which German scholarship has devised to serve the several degrees or distinct stages of study. We shall have to recognize the *encyclopädie* with its summary or outline view of the whole science. After this must come the *grundriss,* going over the same ground but in fuller detail, and the *lehrbuch* with its still more exhaustive treatment of the subject, and finally the *handbuch* containing a complete compendium of the subject.

There is a place, then, for the outline study, and among outlines of history in English this work is easily the foremost. The text is scholarly and interesting. The main facts of history have been presented, for ethnology, religion, culture, the organization of states as well as invasions, wars and conquests have a place here. The maps are unusually fine and frequent enough to make the text intelligible. Besides, there are tables, notes and selected bibliographies. The book is well made.

* * *

The American Book Company is issuing a revised edition of Rolfe's Shakespeare. We have received copies of "As You Like It," "Hamlet," "Midsummer Night's Dream," "The Tempest," "Twelfth Night," "Othello," and "Macbeth." Little comment upon this series is necessary. Dr. Rolfe's edition is a recognized standard. The improvements in the new edition are chiefly mechanical. The books are more convenient in shape, are set in almost perfect type, upon unglazed paper, and tastefully bound in gray cloth. The introductions and notes will be found more satisfactory than heretofore and quite full and complete.

* * *

Of the "Gateway Series," issued by the same publishers under the general editorship of Henry Van Dyke, we have received "Burke on Conciliation," "Carlyle's Essay on Burns," and Eliot's "Silas Marner." These books, too, are tastefully printed, of convenient size, well supplied with notes and introductory material. The small price of these volumes is not their least commendable feature.

* * *

In supplementary reading for lower grades the American Book Company has issued Smiles' "Self Help," Dickens' "Christmas Stories," a little volume of "Lives and Stories Worth Remembering," by Grace H. Kupfer, and "Stories from Life," by O. S. Marden. It is most appropriate that Dr. Smiles' best known book should be made even more useful than heretofore by this school edition issued in the year of its author's death. Both it and the "Christmas Stories" are tried and trusted favorites and the publishers have done an excellent service in putting them forth in this form. Concerning the other two we have grave doubts. The

"Lives and Stories Worth Remembering" are hardly worth remembering in this form. The little girl who said "I like best that which I can hardly understand" would not have liked them, and we believe that her tastes are typical of school children. It is almost or quite a profanation to rewrite Plato or Victor Hugo at any time, and certainly so when it is unnecessary. We believe that the classical tale has usually a classical form which represents all the simplification of statement necessary to make it understood by people of all degrees of intelligence. That, in brief, is why the story appeals so universally and is a classic.

The "Stories from Life" have, perhaps, a better justification, but many of them are "written down" unnecessarily, and beside, their total effect is to emphasize unduly the unethical theory that nothing succeeds like success, a doctrine rather too commonly preached already for the good of the nation.

* * *

"Forms of English Poetry," by Charles F. Johnson, L. H. D., is a discussion of the kinds and construction of English verse for the general reader as well as the student. What constitutes a foot, a line, a stanza. a ballad, a lyric, an epic, an ode, are questions which must be answered before one can claim much familiarity with literature. They are answered here and many other questions of a like sort are answered with them, both by precept and by choice example. As a guide to interpretation this work should be a *vade mecum* for the members of the literature class.

* * *

From the same publishers, the American Book Company, we have two texts on algebra. One of them, "Hull's Elements of Algebra for beginners," is written for students of grammar grade with the object of making the transition from arithmetic as simple and easy as possible. The other one is an elementary algebra by J. H. Tanner of Cornell University, and belongs to the mathematical series under the general editorship of Professor Wait. The great advantage of this book is that the various steps are made clear and understandable as they arise. The pedagogical advantages of this text are considerable. One book contains sufficient material to meet college entrance requirements.

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California and the Pacific Coast

The Michigan Central, O. W. Ruggles, general passenger agent, Chicago, Ill., has issued a beautiful folder entitled, "California and the Pacific Coast" This folder has an attractive art cover and superior quality of illustrations. It shows that the Michigan Central, which is the Niagara Falls route, has a policy that believes the development of an appreciation for the scenic and industrial features of the whole country is of value. If you want a fine artistic folder for your school, write to O. W. Ruggles, Michigan Central, Chicago, Ill.

Western School News

MEETINGS

The Summer Session of the University of California, Berkeley, opens June 26.

The National Educational Association, St. Louis, Mo., June 27–July 1.

Southern California Teachers's Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The National Summer School of Music 2014 Van Ness Avenue, San Francisco, July 4–July 16.

Summer Session of State Normal School, San Jose, opens June 9.

The California Teachers' Association, San Jose, Cal., opens Dec. 26–31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

The Augsburg Summer School of Drawing, Horton's School, Oakland, June 20.

NOTES

Hinds & Noble, the book publishers, have secured the plant and business of Eldridge & Brother of Philadelphia.

The four deputies of the San Francisco School department have had their salaries increased from $150 to $200 per month.

The San Francisco Board of Education has ordered the Flag to be displayed from all the schoolhouses in the city on June 14th.

Prof. T. L. Heaton, deputy superintendent of schools of San Francisco, Cal., and Miss Gilmore of Eureka, Cal., were married recently.

Dr. A. W. Scott, principal of the Alameda High School, has been elected principal of the Girls' High School, San Francisco, Cal.

F. E. Harrington, of the Teachers' College, Columbia University, N.Y., has been appointed assistant professor in the department of education, University of California.

C. L. Biedenbach of the McKinley school, Berkeley, is doing effective work in presenting facts showing the necessity of a raise in the salary of teachers in Berkeley and other places.

Charles E. Hodgin, professor of education in the University of New Mexico, has just completed a year in post graduate work in the department of education of the University of California.

Dr. Elmer E. Brown will deliver the commencement address of the University of New Mexico at Albuquerque, and then proceed on his way to the N. E. A., which meets at St. Louis June 28.

R. H. Webster, president of the Metropolitan Business College, and ex-superintendent of the schools of San Francisco, was married to Mrs. Neil of Stockton, Cal., on Thursday, May 19, 1904.

The salaries of quite a number of teachers in the San Francisco School Department have been raised. The good work should not stop with a revised schedule, affecting the new teachers, but the salaries of the teachers who have given ten and twenty and thirty years of service to the department should also be increased.

The office of the WESTERN JOURNAL OF EDUCATION has been removed to 711 Mission street.

A. E. Shumate ran for mayor of San Jose at the recent election and came within a few votes of winning.

J. W. Linscott was elected to the highest office in the gift of the Odd Fellows of California at the recent annual meeting.

Dr. Charles Thompson of Marysville has been selected as the principal of the Alameda High School to succeed Dr. A. W. Scott.

The election contest filed against Superintendent Bateman by L. J. Chipman has been finally decided in favor of Superintendent Batemen.

The position of supervisor of the training department of the Los Angeles State Normal, held by Professor Small, has been declared vacant.

The alumni and students of the San Francisco State Normal School are arranging a series of entertainments to raise funds to loan to students who need aid.

The Teachers' Club, A. L. Mann, president, Mrs. M. M. FitzGerald, secretary, gave a delightful reception to school officials at Steinway Hall, Thursday, June 2nd. The music program was excellent.

Mrs. Amanda W. Reed, who died recently at Pasadena, left $2,000,000 for the establishment of the Reed Institute in Portland, Oregon. The institute will be devoted to fine arts, sciences, and manual training.

Thomas J. Kirk, Superintendent of Public Instruction of California, accompanied by Superintendent Waterman of Berkeley, Superintendent McClymonds of Oakland, and Superintendent Moore, spent a day in visiting Alameda city schools Tuesday, June 1, 1904.

Madame Abbie Carrington, the eminent vocal teacher, presented Adrine St. Clair to the public at Lyric Hall, May 21st. There was a large and enthusiastic audience present. The singing of Adriene St. Clair is of the finest quality. She has a beautiful voice and a winning stage presence.

The graduating exercises of the San Rafael High School were held in the Opera House, May 30th. President Benjamin Ide Wheeler and Harr Wagner delivered addresses. E. B. Martinello, president of the school board, presented the diplomas in a few well-chosen words R. H. Van Horn, principal of the high school in the Last Word, gave some appropriate remarks, and congratulated the people on being a high school that was accredited in twenty-seven different subjects. President Wheeler also paid an excellent tribute to San Rafael and her schools.

The Sonoma County Institute was held at Santa Rosa on April 18, 19, 20, 21 and 22, 1904. Dr. E. C. Moore, Edward Hyatt, Howard Griggs, Miss Effie McFadden, and Walter J. Kenyon were the instructors. A reception was given in the new Carnegie Library and a lecture on "Tolstoi" by Mr. Griggs. The teachers were very much pleased with the result and stated in their papers which they wrote for me the last day of the institute that they considered this the best institute we have ever had. The new features were the basket-weaving and the map drawing, under the direction of Mrs. Annie E. Dowa and Mr. Kenyon. The exhibit of composition work from all the grades in the primary and grammar schools was new, also.

MINNIE COULTER.

The Western Journal of Education

July, 1904

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Visitors to the **St. Louis Exposition** are cordially invited to inspect the exhibit of the **American Book Company** in the Palace of Education. This exhibit comprises all its educational publications, and illustrates the art of schoolbook making in all its branches.

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The Western Journal of Education

JULY, 1904

EDITORIAL

But One Thing is Needful

What kind of education will reform a boy? We were privileged a little while ago to visit a special school which had undertaken to perform that task for more than a hundred boys who had each of them committed some offense against the laws. To show that they are not unnaturally bad boys, or indeed very unlike other boys, let us quote Dr. Hall's statement: "It is a frequent remark in the literature of the new criminology that every one would be in prison if he had his just deserts, and that if all laws were exactly enforced there would soon be none outside its walls to enforce them"; and again from Professor Swift: "A few years since while studying the boys confined in the Wisconsin Reform School, the writer was impressed by the fact, these boys had done hardly more serious things than his memory could recall from his own boyhood and that of his associates, who certainly were not bad." What is wanting at this age and perhaps more markedly in these boys than in others is the ability to control themselves according to social standards. Dr. Harris has somewhere said that the business of education is to convert the natural man into the social man. The great lack from which these boys suffer is that they do not think of honesty, fairness, work, country, home, self, in the way in which most men think of these things—in the social way. And the question how shall you reform a boy is answered when we have discovered how to make him think of these things in the social way. How can this be done? First by putting him into an environment of the right sort and surrounding him with influences which in the concrete teach these lessons. But something more is needed. He may conclude that the people about him act in special ways, that what they do is not done by men in general, that the things which they value are not valued by men everywhere, that their goodness is not the order of the world, but goodiness, namby-pamby virtue, old-fogginess or pedantry. The great thing which must be done for him is to teach him that honesty, trustworthyness, fairness, hard work, patience and all the other virtues are in the very nature of things the foundation principles of human life. To convert the natural man into the social man you must bring him to think of and feel these things in social ways. These are the lessons of primary importance to these boys. What are they taught? Abstract arithmetic, algebra, geometry, writing, to answer text-book questions in geography and to read

indifferently from a reading book. These subjects are not primary subjects; they are subjects of secondary or tertiary interest. The main facts are what men do, think and feel in order to live well. These things are not taught at all, for history is not taught at all and when it is taught does not contain them. And literature is not taught at all, or when it is taught does not contain them. And geography is not made to tell the story of man's struggle for life and science is not presented as a means which he has devised for the mastery of nature. "I am of Plutarch's mind, that Aristotle did not so much trouble his great disciple with the knack of forming syllogisms, or with the elements of geometry, as with infusing into him good precepts concerning valor, prowess, magnanimity, temperance, and the contempt of fear; and with this ammunition sent him while yet a boy to subjugate the empire of the whole earth."

Dear reader, we speak in a figure. Every school is a reform school and every boy or girl must be born again into the social order. The fact is that we are on a side track and have left the main line in education. Let your pupil first be a man, which means that you will have to instruct him, and to give the main part of your attention to it, in the anatomy and physiology, of man-
part of your attention to it in the anatomy of physiology, of man-
hood which are contained in history, literature, particularly in poetry and songs, human interest geography, and utilitarian science. If he has such instruction, has been taught how to conserve his body and has learned a trade the gates of hell shall not prevail against him.

* * *

Is It of Any Use?

We overheard one superintendent, at the biennial conference, say, "All this talking about things may do some good, something may come of it; but I am inclined to think that nothing will." This is not what President Hall would call the adolescent attitude in education. It is not the attitude that makes the world better through any occupation. One may perhaps be forgiven for such a speech if he is tired, sick, or exasperated beyond endurance but for a permanent attitude it will not do at all. It will not do for it is not true. Any student of ideas knows that they are of social origin and arise through suggestions whose significance we are apt to depreciate at the time that they are made. Spencer got his first idea of evolution from Lyell's Geology, and found the formula which he adopted in Von Baer. Throughout his life found the X Club a most stimulating experience and no one can say that he was not as independent as any one. Follow the course of his thought through the "Autobiography" and you will see that suggestions made here and there by his fellows were of prime importance in it. Thought does not spring up spontaneously in the mind. It is like money; we can not make it, we can only use it and the getting

of it is a process of exchange. The man who would use his money must go into the market and the man who would use his mind in any calling must go among his fellows who follow that calling. In the parable of the talents one man wrapped his in a napkin and was not pronounced wise for having done so. Educationally speaking, to wrap one's talent in a napkin is to stay away from educational meetings, to take no part in educational discussions, to read little or nothing about one's work and to be indifferent to what others are doing and thinking in this field. He who saves his life in that way shall lose it.

There is another way to answer such a critic. It is that every popular movement takes shape in just this fashion. The discussions of the Continental Congress effected the formation of the Union. The Lincoln-Douglas debates led to its preservation. And in smaller ways the discussions of little groups of men and women here and there lead to this and that concerted movement for improvement which taken all together we dignify with the name of progress. The ancient and honorable undertaking of enlightening the world can not be carried on in any other way. The seed of good laws is sown in just such a meeting as the one referred to. And what is more, A. learns how B. thinks of certain things and B. how A. thinks of them, and if having ears they hear, both go home somewhat more intelligent than when they came. We fully expect a better high school law and an improved compulsory education system, together with a much more adequate school tax, to come out of the Santa Barbara meeting.

* * *

On School Architecture

The first principle of school architecture is that a school-house is not a church, a barn, or a dwelling-house, but is a school-house; which means that it is made for a peculiar work and should conform to the requirements of that work. Some communities neglect this principle and put the building on the outside in order to decorate the city. Other communities do no building at all, but just "put up" a school-house, with the result that they usually want to take it down almost immediately. There are many points to be considered in building a school-house, the first and most important of which is to build a building with more respect for the fact that a generation is to live there six hours a day for many years than for the amount which the taxpayers feel that they want to pay. Light, warmth, ventilation, size, cleanliness, beauty of exterior and interior, etc., are much more important considerations than cost. They must be had if they cost one hundred dollars or one thousand dollars. Convenience and adaptation to the purpose for which it was intended are essential considerations also. It is customary for the trustees in rural communities and for the board of works in cities to construct these buildings and to hand them over

ready made to the teacher. The result is often like that which was chronicled when a man who had never been in a prison built one. Many people suppose that no one can build a house but an architect, and that he can build any sort of structure without any special knowledge of its peculiarities whatever. Much depends upon the past experience of the architect. A "kitchen architect" should not be employed to build school-houses. It is not in his line and the result will be a sorry one. It is sometimes said that the best way is to have a competition and select the best plan. This is a favorite method with architects. But we have noticed that few people build houses in that way. They usually select a man who knows how to build the sort of house they want, and tell him what things experience has taught them that they need in it and put him to work. So should it be in school-house building. Some men know how to build them. Most don't. Some have made a special study of the subject. They are few. Get them. And then there are others who have worked for years in school-houses. They know how wide the halls should be, how many windows are needed, what system of ventilation works best in their locality and can be used to advantage, and a thousand other things that the best architect in the world has no such means of knowing. Give them a chance to help build the school-house. It would also be a great improvement if a board of experts were required by law to criticize or inspect, but not approve, all plans for school-houses to be erected in the State. We should thus get the benefit of expert knowledge in every case at a very small cost.

* * *

The Measure of Success

The test of a public system of education is, Does it make citizens? The success of such a system of training is most evident when a nation assumes a great responsibility and puts itself on trial before the world. At the present time the world is witnessing the triumphant nationality of a great people in a series of spectacles no less heroic and instructive than the well-sung field of Marathon. In a recent number we printed the address of the emperor of Japan which is read every year in each of the schools of the nation. It is but fitting that we should print here some illustrations of the effects which the Japanase system of training in nationality produces. We quote from Mr. George Kennan's article in a recent number of the *Outlook* "When Captain Yashiro of the Japanese battleship Asama, bade good-by to the men who had volunteered to take the blocking steamers to the entrance of Port Arthur, he gave them to drink from a large silver loving cup filled with cold water—as if he were giving them the wine of the sacrament—and said to them, 'In sending you on the duty of blocking the harbor entrance of Port Arthur—a duty which affords you only one chance out of thousands to return alive—I feel as if I were sending

my beloved sons. But if I had a hundred sons I would send them all on such a bold adventure as this; and had I only one son, I should wish to do the same with him. In performing your duty, if you happen to lose your left hand, work with your right; if you lose both hands, work with both feet; if you lose both feet, work with your head, and faithfully carry out the orders of your commander. I send you to the place of death, and I have no doubt that you are ready to die; but I do not mean to advise you to despise your life, nor to run needless risks in trying to make a great name. What I ask of you all is to do your duty regardless of your life. The cup of water that I now offer you is not meant to give you courage—it would be shameful if our men needed Dutch courage to go to the place of death—it is only to make you representatives of the honor of the Asama. Submit your life to the will of heaven, and calmly perform your duty.' Shortly after the first attempt to block Port Arthur, Second-class Sergeant Hayashi of the battleship Mikasa, who had taken part in it and had returned unhurt, sent a letter to his family in which he said: 'When I wrote you the other day from the Tenshin Maru, I told you that I expected to die at 4 A. M. on the 24th; but quite beyond our expectations, not one of the seventy-seven men engaged in that undertaking was killed or wounded. * * * The next time volunteers are wanted I mean to try to get permission to go again. In that case, this may possibly be the last letter that I shall write to you."

"Representatives of the honor" of the nation, that is what Japan has succeeded in making; and representatives of the honor of the nation, nothing short of that, we, too, must make, more consciously and more surely than we are making them now.

* * *

The Competitive Examination for San Francisco Positions

During the past month the third annual competitive examination for the selection of teachers for San Francisco nas taken place. Out of over two hundred competitors, the twenty-five securing the highest average upon both written and oral tests, have been selected. Probably the next twenty-five will be drawn before the end of the year.

The questions asked in the written test were singularly fair, sane and practical. No questions of abstract theory, or involving technical terms of psychology or pedagogy appeared. They were questions, almost without exception, which offered a certain percentage of advantage to the teacher of intelligent experience, and this, all must agree, is as it should be.

Even the most enthusiastic and ardent supporters of the Civil Service system of appointments do not claim that in it there has always been found a sure and ideal method of securing the most efficient employees. A private employer uses a more simple and direct method and he can be trusted to do so, for above all other motives is the one that he must get efficiency in order to protect his interests. But this motive can not be as safely relied upon in the matter of appointments to the government service, for the appointing power is not often personally interested in securing efficiency. It is to meet this condition that the Civil Service system has been put forward. It has proven itself an antidote for the spoils system. It will give, on the average, a higher grade of efficiency than the spoils system, and it saves much of the wreckage of moral character which the spoils system has entailed.

Civil Service Appointments are Merely an Antidote to the Spoils Evil

The San Francisco plan of appointment of teachers must be weighed in the same scales. If it could be made possible to secure an apppointing power of teachers in San Francisco of expert judgment of teachers' qualifications, and protected from the spoilsmen, then a still higher grade of teachers could be obtained by a much simpler and less mechanical plan of appointment. The system of an impersonal competitive examination, though not without its serious defects, is the next best thing. On the whole it can be trusted to offset the far greater evils of the spoils system.

Judged by its practical results during the three years of its operation, the system has yielded an average quality of teachers surprisingly superior. Almost without exception, the nundred and odd teachers who have won their way into the San Francisco schools during the past three years by this avenue are efficient. A number have proven themselves, under the test of actual trial, to be of decidedly superior ability, the large majority have shown no perceptible weakness, and those who are noticeably weak are very few indeed. The principals almost uniformly state that the teaching quality of the substitutes has distinctly risen under the new system of appointment.

This certainly is the best test of the system possible. If the system is providing for the pupils of the schools an efficient corps of teachers, other criticisms of the plan are immaterial and irrelevant.

The Board of Education has adopted stringent regulations preventative of the use of personal and political influences. One rule recites—

The Professionalizing Effects of the Board's Regulations

"If any applicant shall importune any member of the Board of Education, or be a party to importunities by any other person for the purpose of influencing any member of the Board of Education, with any argument or plea for his or her appointment to the Substitute List, assignment to a probationary teaching position, or election to a permanent teaching position (other than evidence of professional qualification for such appointment, assignment, or election), such applicant shall be deemed guilty of unprofessional conduct, and consequently disqualified."

Other rules forbid applicants to call upon the members of the board individually, and require members to report all infractions to the board.

These are sound principles upon which to base the administration of a school system. By thus incorporating them in the official plan the board has performed a most important practical service, not only for the school administration of San Francisco, but for the cause of professionalizing teaching generally. We are credibly informed that these rules have already had their effect at the recent examinations, and as a consequence of them, few attempts were made to exercise illicit influence. It is easy for the suspicious to assert that the exceptions are just those whose influence is effective, and that for a favored few a side entrance will be open. If this were true, it would of course be an unfortunate detail, but the really important thing, after all, is that these principles should be officially stated. Heretofore such ulterior influences were exerted openly, being permitted and even invited by members, and frankly admitted by applicants. An illustration was given in the last issue of the JOURNAL of a member of the Board of Education in a large city who frankly informed a favored applicant that she must induce influential citizens to ask favors of him in her behalf. By these resolutions, such methods are branded as dishonorable, and become recognized, both by board members and the applicant as unprofessional and illicit, requiring the accompaniment of a dark lantern and mask.

A general educational service has been performed for the reason that since San Francisco has taken this position, other boards will be moved to follow suit and the principles will soon become generally recognized. Teachers generally will not be so thoughtlessly ready to employ such means, now that in one important city these means have been so unqualifiedly condemned as dishonorable. If the San Francisco board will push the matter and make a few examples of offenders, it will not be so easy to charge the board with insincerity in the matter, nor will repetitions be likely to occur.

Under the existing situation of the appointment and powers of the Board of Education in San Francisco, the question, by the nature of human suspicion, is bound to be asked, Are these examinations fairly conducted? In some inscrutable way can not results be tampered with? All sorts of vagrant stories have been whispered during the past two years asserting dishonest practices. This is, of course, natural. Nevertheless, we are led to believe that these examinations in results are as fair as any system could be. Certain disinterested persons, in a position to watch results closely and to have their suspicions aroused by any singular phenomena, express their confidence that ninety per cent. of the appointments are legitimate results and that there is no positive evidence to suspect the remaining ten per cent. It is of course easy to conceive that in the oral examination the members of the board, by collusion of the whole or of a part, could raise the marks of a certain competitor unduly, or even that one individual could affect the rating to some extent. But the fact remains that with a very few exceptions the applicants who have been successful have passed a good written examination as well. The integrity of the written examination has been unquestioned and it is impossible, except under the assumption of the most flagrant collusion both of the board and the ten examiners, to tamper with these results. The fact that the appointees are those, almost invariably, who get a high written rating, shows that any one, honorable or dishonorable in character, must be an intelligent teacher, in so far as a written examination is a test. The system, at the worst interpretation of suspicion, gives assurance that even if a few of its appointees are dishonest, practically all are intelligent. Before they are eligible to use a "pull" they must answer intelligently the questions pertaining to the best methodology of their craft.

Are These Examinations Conducted Fairly?

Such a system of appointment is manifestly a vast improvement over the absence of system which has heretofore prevailed, and which permitted appointees to be unintelligent, as well as practically to require them to be unprofessional in order to be appointed.

We have been informed, upon trustworthy evidence, that several applicants, known to have a "pull," and who are suspected of having missed no opportunity of exerting it, have fallen far down on the lists and have failed. On the other hand, knowledge of facts of persons shows that a large proportion of the successful applicants are strangers in every way to the powers that be.

In short, therefore, the present system which the board has inaugurated is infinitely superior to any means hitherto employed in San Francisco, and while not ideal, no better one, adaptable to existing conditions, seems now possible. Therefore let us offer congratulations, and cheerfully give credit to whom it is due.

In many of its details the system has slight imperfections in the opportunities it offers, not to dishonesty, but to poor judgment, and at some later time in these columns we shall call attention to them, for all will be glad of any further perfection of a plan which already is working well in the main.

* * *

The Professional Politician and the Schools

A singular fact about the San Francisco plan of appointing teachers is that the politicians reputed to be influential in the present administration of the city government, and who are apparenttly laboring to break down the civil service in the other departments of the city government, nevertheless support the plan for the school department. The reason for this attitude is frankly stated to be, that in view of the small number of positions to be filled in proportion to the number of applicants seeking favors, it is unprofitable "to do business" regularly in the school department. The plan of appointment offers them, therefore, a safe breastworks of protection from their importuning supporters. Otherwise, they figure, they would be making ten enemies for every friend appointed. This principle is borne out by the history of boss control, not only in this city, but in other large municipalities as well. More than one boss has gone to an untimely political grave by speculations in the school department. The wise boss gives the school department a wide berth and only deals with it at occasional times and by stealth.

* * *

The Life and Work of Herbert Spencer*

For years the reading world has known that in a library somewhere in England a man was quietly and laboriously perfecting the parts of one of the most stupendous undertakings which mortals have ever dared to set themselves. The appearance of a new volume of the Synthetic Philosophy from time to time kept men aware that the work was still silently going on. After thirty-seven years spent in overcoming almost insuperable difficulties, in 1897 the last volume was issued. Six years after the completion of his great work Mr. Spencer died, leaving his publishers free to print the autobiography, which he tells us was begun in May, 1875, and not completed until 1893.

Nothing can be more interesting or more profitable than to trace the development of men of achievement. Their lives are instructive in methods of living and become in a measure standards of effort and guides for future generations. Carefully detailed biography is one of the most practical studies. Education is as much dependent upon it as upon any form of literature. In this respect Spencer's autobiography is a mine of wealth.

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*An Autobiography of Herbert Spencer, in two volumes. New York: D. Appleton & Co.

It is said that Thomas Huxley ranked it with the Confessions of Rousseau. How he could have done so passes comprehension. The interest of the two works is entirely different. One portrays the evolution of a theory of evolution—the life-work of an arch-thinker. The other pictures the years of an arch-sentimentalist, but the latter has the advantage. Spencer's own anti-faculty psychology warrants Tolstoy's criticism: "'Les grandes pensées viennent du cœur.' I think Spencer had little heart, and so the 'grandes pensées' are wanting." And for the same reason the qualities which make a book a literary achievement are wanting also. His story is clearly told, but it is hard, unjoyous and without human humor or pathos and it is marred as was Spencer's life in the flesh by a colossal egotism so overweaning and unnatural that it would be difficult to find its equal anywhere else in literature. Herbert Spencer was a great individual, he was not a great man, for humanly speaking he was a being with withered limbs as well as well-developed organs. He was an over-specialist, but perhaps the devotee can never be more than a fraction of a human being, and we should not expect to gather wheat without tares even in the lives of intellectual leaders. There can be no doubt of the genuineness of Spencer's intellectual leadership. His disciple and far-too-enthusiastic admirer Grant Allen, wrote of him: "I think he knew he had the largest brain of his age; I think he knew posterity would recognize that claim, and place him high above Aristotle, Bacon, Newton, Kant—but he never said so." Taken literally these words are nothing but the immodest rantings of fervent friendship, but when clad in all the conditional and qualifying clauses which the established intellectual life of the world demands the work which Spencer did is perhaps the most significant achievement of his generation.

If we inquire how was the thinker bred, and that is the most profitable of educational questions, we shall find much of suggestive worth in these volumes. They show that Spencer was not as many have thought a self-made man. He takes elaborate pains and many pages to show how his theory of the inheritance of acquired characteristics applied in his own case. He came of an ascetic Wesleyan stock. He was the son of a professional teacher, belonging to a line of professional teachers, and was surrounded by educational influences from birth. Disregard of authority and chronic disobedience were marked traits in him even in early years. "In repeating lessons I was habitually inefficient." A general aversion to rote learning made school a rather uninteresting place for him. From the domestic school he was sent away to be drilled by his uncle in geometry, the Latin grammar and the Greek testament. One thing in this school he speaks of with enthusiasm: "We were led by direct methods to conception of the mechanical powers." His success in algebra,

geometry and mechanical subjects was marked. He loved these subjects, especially mathematics, a fact which seemed to cast him for the work of a schoolmaster. "My father had formed a high estimate of the dignity of his profession. He held, and rightly held, that there are few functions higher than that of the educator. As ordinarily conceived and as ordinarily discharged the function does not draw to itself much respect. Partly under-valuation of the teacher is a concomitant of that under-valuation of knowledge which has characterized past times; and dates back to feudal days, when reading and writing were not among knightly accomplishments, and when learning was considered as properly left to the children of mean people. Partly, however, it is consequent upon the low quality of the teacher, as he has been exemplified in ordinary experience. Not uncommonly the occupation of training the young has, among men, been undertaken by those who have failed in other occupations; and, among women, by those who have been left destitute or in difficulties—people with no pretension either to natural fitness or to special preparation. The usual belief has been that any one might hear lessons said, or teach writing, or point out errors in sums. Even the abilities displayed by those who have filled the higher posts—masters in public schools and the like—has not been such as to inspire their pupils with much reverence. Men who have gone on generation after generation pursuing a mere mechanical routine—men who have never brought any analytical faculty to bear on the minds of their pupils—who have never thought of trying to ascertain the normal course of intellectual development, with a view of adapting their methods to the successive stages reached—men who have from the earliest days down to the present time taught abstractions before their pupils have acquired any of the concrete facts from which they are abstractions; such men, I say have naturally failed to impress their fellow-citizens. One who not being a slave to tradition, contemplates schools as they have been, and many of them still are instead of being struck by the stupidity of the pupils, may more reasonably be struck by the stupidity of the masters.

It was because his ideal of education was so much higher than that commonly entertained that my father differed from most persons so widely in the rank he assigned to the teacher's office. If he did not make mental development a subject of deliberate study, yet he had reached some general ideas concerning it, and saw the need for adjusting the course of instruction to the successive stages through which the mind passes. Instead of persisting in methods devised in rude times and unthinkingly persevered in down to our own, he constantly sought for better methods. Always he aimed to insure an intelligent understanding of that which was taught; never being content with mere passive acceptance of it. And perceiving how involved a process is the unfold-

ing of intellect, how important it is that the process should be aided and not thwarted, and what need there is for invention and judgment in the choice of means, he saw that, carried on as it should be the educator's function is one which calls for intellectual powers of the highest order, and perpetually taxes these to the full. Not in intellect only, but in feeling, did his conception of the true educator demand superiority. He habitually sought, and sought successfully, to obtain the confidence of his pupils by showing sympathy with them in their difficulties and in their successes; and thus secured a state of mind favorable to intellectual achievement, and to emotional improvement. He might, in short, be placed in contrast with that schoolmaster of Carlyle, described in his *Reminiscences;* and of whose harsh treatment of the stupid, Carlyle speaks admiringly after his manner."

Spencer left school very early and almost immediately, when but 17 years of age, we find him engaged in the work of teaching. "In this I succeeded fairly well—perhaps, indeed, better than most would have done. A certain facility of exposition being natural to me, I had also, by implication, some interest in explaining things to those who did not understand them. Hence in respect of the subjects I dealt with, my lessons were at once effective and pleasure-giving. Especially with geometry I succeeded so well that the weekly lessons were eagerly looked forward to; and in our miscellaneous readings, I managed by comments and pieces of information beyond those contained in the books read to create willing attention and resulting good recollection. In short, led mainly I doubt not by the example of my father, and partly by personal experiences, I fell into natural methods rather than mechanical methods." One of the plans which Spencer nursed at this time was that of founding an educational institute including both lower and higher schools, in which to carry out his own ideas, pretty well defined even at that protesting age, on intellectual, moral and physical education. The experiment was not to be tried, however, for an uncle had secured a desirable place for him in the service of an engineer and for nine years [1837-46] he was engaged in railroad construction. Few men will read the chapters describing his career as an engineer without wishing that they might have been taught mathematics in the same practical way. The value of such a study is so great and the value of our present method so trifling that it surely is not unreasonable to hope that the practical way may in course of time be adopted. We pass over the many inventions which although they came to nothing disclose the workings of a fertile mind. We pass over the years spent as sub-editor of the *Economist,* during which he wrote his first book, only to note that it was at the mature age of thirty-seven that he found his life work and projected the scheme known as The Synthetic Philosophy. This scheme was carried out almost

in detail in spite of the fact that its author was "uncheered by popular sympathy" and that persistent ill health limited him to but three hours a day of mental labor and in spite of financial difficulties which would have overwhelmed any one but a devotee of science. With the greater problems of philosophy Herbert Spencer did not wrestle. His philosophic first principles he took for granted without establishing them. And as a philosopher his work was limited to the field of cosmology alone. But in this field he wrought out a series of generalizations which will forever mark an era in the growth of human thought. His mind possessed that rarest of all combinations in a thinker, great speculative sweep, coupled with unusual analytical power. The separate and disconnected discoveries of his age he organized into a body or doctrine. He used the materials supplied him by other men but gave them a significance and meaning which they had not before possessed. The principle of evolution he did not discover, but the range and application of that principle he did determine, and through his championship of the doctrine he much more than any other man caused the whole world to think according to the new principles which it necessitated. He founded the science of sociology. In the "Principles of Biology" he not only supplied a "balance sheet of the facts of life" but for the first time exhibited life as an evolutionary process. In neurology, psychology and pathology he discovered fundamental principles. Through his essays on education he more than any one else revolutionized the education of the world. The Persistence of Force, the Instability of the Homogeneous, the Survival of the Fittest, such and others like them are profound principles which he contributed to the terminology of science.

In one respect his efforts failed. He tried at the beginning to write the natural history of creation in terms of force alone—to make his mechanical formula cover nature's living processes. But in the sixth edition of his First Principles, revised by him in 1900, he admitted that he could no longer believe in the possibility of the transformation of motion into feeling, of force into sentience. And in the last edition of the Principles of Biology the admission is made that "life in its essence can not be conceived in physico-chemical terms."

We come back to the question of education. What phase or element in his early training contributed most to his habits of mind. He supplies the answer: "My father's method, was that of self-help carried out in all directions. There was always a prompting to intellectual self-help. A constant question with him was: 'I wonder what is the cause of so-and-so,' or again putting it directly to me: 'Can you tell the cause of this?' Always the

tendency in himself, and the tendency strengthened in me, was to regard everything as naturally caused; and I doubt not that while the notion of causation was thus rendered much more definite in me than in most of my age, there was established a habit of seeking for causes, as well as a tacit belief in the universality of causation."

In keeping with this conclusion he writes: "Young people should always have in their minds problems to be solved concerning the phenomena of the surrounding world, and of human. A boy or girl rising in her teens, might with advantage be asked: 'How happens it that in hilly countries, such as Devonshire, the lanes are deep down below the surfaces of the adjacent fields; whereas in flat countries the surfaces of the lanes and of the fields are on the same level?' 'What is the definite and unmistakable distinction between running and walking?' 'Why do horses and cows drink as human beings do, by sucking in the water; whereas dogs and cats drink by lapping?' 'What is that adjustment of the parts of the eye which gives the infantine stare, as contrasted with that adjustment which gives calm gaze of the adult?' 'What advantages does a plant get from having a hollow stem or stem filled with pith? and why is this advantage which many short-lived plants avail themselves of, unavailable by trees, save when young and afterward in their shoots?' 'Why, in a river is the water next a convex shore usually shallow, and the bottom often sandy?' A teacher who understands his business would be continually devising questions of these and countless other kinds, to which no answers could be found in books, and would persistently refuse to give the answers, leaving the questions to be puzzled over for years if need were. The mental exercise which solving one such question implies, is of more value than that implied by a dozen rote-learnt lessons."

In summing up his essay on *The Art of Education,* now published as the chapter on *Intellectual Education* he specifies but two conclusions: Education must be a process of self-instruction, and "by consequence a process of pleasurable instruction." His impatience with rote learning, mechanical methods, prevailing courses of study and particularly with college training as now organized is evidenced continually throughout these books. "When will education include lessons on the conduct of life?" The teacher—whether embryonic or advanced who can not here gather the most valuable lessons concerning the proper studies and their uses, and concerning the proper forms of instruction, government, etc., is a dull teacher.

E. C. MOORE.

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

Responsibility of the Individual Teacher Tends to Enlarge the Vision and Vitalize Teaching

All over our land, the one point of agreement is in the growing demand for efficiency in all public affairs. This is not confined to the schools; it is heard in regard to the civil service, the army and governmental functions of all sorts. Evolution is the word of command. This is both nature's law and that of human institutions. The school is no exception. In all phases of life's work the thinking must be done before the work begins.

Our system is wanting in solidarity. There is need of organizing—of honestly, earnestly, and ably marshaling the educational forces towards the improvement of every individual in the schools system. A fundamental requirement for intelligent evolution in the practice of teaching lies in the knowledge and thinking power of the teaching force. The individual teacher is the prime factor in the making of a school: ultimately the whole situation depends upon her. The educational leaders are piling emphasis, and rightly so, upon the work of the individual teacher. The age is making greater and greater demands upon her. She is not a person employed to do this or that thing. The work which she assumes implies a function, and she is expected to measure up to the full stature of that function. She is expected to take charge of the education of the child entrusted to her. The teacher's position has been magnified until upon her rests a great personal responsibility. With the consciousness of this responsibility has grown up a closer relation of those engaged in the work. It is this which is exerting such a tremendous influence upon the educational spirit and as the teachers become more and more conscious of their responsibilities, and the intelligent interest and appreciation of their communities, they seek our avenues thru which to exert their influence. They seek in the opinions of others a basis for their own, or for modifying them. They

seek to find out what others are doing and their manner of doing it. They find that education is a mixed science, and derives its data from many other fields of investigation.

In her attempt to meet these responsibilities, the teacher sees that if she improves her opportunities, accepts her responsibilities, and solves her own problems, she will be more to her school and her district than if some ulterior force takes the responsibilities from her shoulders. What she gets in this way is placed to her credit as a teacher. Her teaching is controlled by her own initiative and reflective criticism and is very remote from that which is guided by what she may think is in the mind of the supervising officer or examining board. The teacher is the person to balance in a nice proportion the planning and doing. This compels a consideration of all the facts, circumstances, and probabilities. Whether we call it theory or maturing plans, the more thoroly the thinking is done, the less liability there is to failure.

These are all matters pertaining to the education of the individual teacher. To train the eye to see, the ear to hear, the mind to comprehend all the conditions of a problem will not be developed except where responsibility is felt. A teacher to do her best must have the consciousness of ability, a chance to do things, a desire to win, to succeed, to excel. Thru all this investigation comes a realizing sense that the opportunities and problems of her school are her own: they all bear upon her own ability.

The highest ideal of school administration is that which is engaged in elevating the individual teacher to a participation of all that is good and reasonable and at the same time increasing her responsibility and self-activity. The primary office of superintendent and boards of education should be to lead out in right directions, to co-ordinate the general aim. The hope of raising the standard lies in an honest, earnest, united effort that no personal, selfish interest shall take precedence over the interest of the child. Integrity of this high order must stand at the helm of the educational ship, and it will not take from the teacher the responsibility which is hers. The more the individual teacher feels her responsibility, the more she will feel the necessity of keeping herself informed with regard to what the leaders are doing and saying. Her own work is checked thereby, broadened and deepened. Nothing so effectually kills mechan-

ism, enlarges the field of vision, and vitalizes the entire work of the teacher as the feeling of responsibility in the consideration of matter and method of instruction. It is a safeguard against the pitfalls into which restricted vision and inexperience must lead. It should suggest opportunity for individual initiative and for the achievement of purpose. Under such benign influence monotony and uniformity disappear. The attention of the teacher is in the right place and fixed in the right direction.

Evolution is slow. Faith in the betterment of schools, teachers, and supervising officers must be large in time. Progressive conservatism should be the word of command. A reading course is a growth. It must be subject to change in order to meet new conditions and new insight.

When the reading of a county is organized to enlarge the vision of subject-matter and method, it becomes a normal training school of the highest type which brings out the best in each individual teacher who participates. She becomes a student of the fundamental problems involved in her work.

Our educational leaders have given us an educational literature which will be permanent. School topics are treated with the seriousness, the care, the scientific method which mark the scholar. Each book reflects the peculiar genius of its writer: taken together they give a true picture of the educational forces which govern our educational advance and grapple with its problems. Methods, topics, ideas advance, and in dealing with them there is the whetting of original thought, analysis of results, broadening of the foundation, increase in expressive power, and discipline.

* * *

To County Superintendents of Schools of California

The following circular letter has been sent out from the University of California and will be of interest to those superintendents who are undertaking some phase of the State Teachers' Reading Course. It is suggestive of the manner in which the reading course can be made effective:

Members of the corps of instruction of the Department of Education in this University receive frequent invitations to lecture in county teachers' institutes. Such invitations are accepted whenever it is possible to do so, and in this way we have from time to time enjoyed very pleasant relations with the teachers of almost all sections of the state. The conviction has been growing, however, that a lecturer may ordinarily accomplish much

more of educational value by work running thru the several sessions of a single institute, than by isolated lectures scattered over several institutes; and that in general, more is accomplished in an institute all parts of which are organized with reference to a well-considered plan than in an institute the several exercises of which are not closely co-ordinated. With these considerations in view, one or more members of this department, without discontinuing wholly the practice of giving occasional lectures before institutes, will undertake, if requested to do so, the general direction of a few institutes, in which the effort may be made to carry out a well-articulated plan of institute procedure.

There is nothing radically new in this proposal, for numerous institutes have been planned and carried on in the past in accordance with well-defined and comprehensive purposes, and in several instances the planning and general execution of the institute program has been entrusted by a county superintendent to some member of this department. What is here proposed is simply that a member or members of the department shall undertake, as a regular part of the work of a given year, some systematic activity in the conduct of institutes, in regular co-operation with the county superintendents at whose instance such service may be undertaken.

In accordance with the general purpose outlined above, I beg to announce that during the academic year of 1904–5 Assistant Professor Ernest Carroll Moore of this department has consented to hold himself in readiness to accept a limited number of engagements to direct county institutes, each of three days' duration. Correspondence with reference to such an arrangement should be addressed to Professor Moore at the University at Berkeley, and the details respecting time, expense, and co-operation with representatives of the county concerned and with other lecturers, may be arranged thru such correspondence. In general, it may be said that at least five months' notice should be given to Professor Moore in any case in which his direction of an institute may be desired; that participation in the institute by teachers of the county concerned will be expected; that such participation should at least in part involve preliminary studies in connection with the State Teachers' Reading Circle; and that in any case Professor Moore's other official engagements will probably not permit of his undertaking such an arrangement as is herein contemplated with reference to more than five or six institutes in the course of the year.

Trusting that all who receive this announcement will understand that what is proposed is simply friendly co-operation in the ordinary institute work of the state, I am,

Very truly yours,

ELMER ELLSWORTH BROWN,

Professor of the Theory and Practice of Education.

The Value of a Library to the Community*

Since your chairman requested me to present a paper on this subject I have been repeatedly turning my thoughts in this direction and have been attempting to weigh this *value* of which I am to speak. Every time I have attempted to do this I have been thrown into a similar state to that in which I always find myself when I attempt to make records for my students which will give an estimate of the quality of their work during the preceding month or year. In such cases I am oppressed by my impossible task. If I were simply attempting to mark my students in their proficiency in the memorizing of certain tasks or in their ability to apply certain rules, my records might reach the truth approximately, but education consists not only in these things but also and chiefly of the development of the mind and soul, and what could be more absurd than the attempting to estimate in percentages the development of human minds and souls? When my thoughts were turned to this question of the value of a library I felt that it might be possible in a crude sort of way to estimate this value according to the number of volumes available and their quality, together with the amount of patronage the library was receiving. This would be comparable to the marking of my students in their memorized tasks and the application of rules. But, how is the neutral and soul value of the library to be estimated any more certainly than can this similar sort of value in our students?

As some of the educational people have come to recognize the inadequacy and unreliability of percentage estimates of human progress and have adopted methods which attempt no more than to approximate to the truth, and at certain intervals to say that during the past few months there has been a real mental growth, so we can approximate to some truths relative to the value of a library to a community.

In ancient times when books were written by hand on papyrus and parchment, the expense was so great that the number of books was comparatively small and these were accumulated by wealthy patrons of learning. To these collections scholars were given access. It was but natural that such a state of things fostered the idea that libraries are the repository of books of learning for the use of those already versed in their use.

The disturbed condition of government during mediæval times emphasized still further this idea. Thus the libraries came to be considered as conservatories of ancient lore. As such they have served the world well. The barbaric peoples, sweeping over the civilized portions of the world, often destroying most wantonly all marks of civilization, frequently left undisturbed the obscure

*A paper read before the Library Association of California.

and inoffensive monasteries which served as these repositories. Yet this period so fastened upon humanity the idea that the library is and should be a repository that, after many centuries, we are still struggling to free ourselves from this fossiliferous burden. Some libraries even still encourage this ancient belief, not by their point of view, but by their closely closed windows, musty shelves, and mossy regulations which prevent the *use* of the books lest they might be worn out. It was not more than eight years ago that one of the trustees of the Santa Rosa library objected to my large classes of fifty or more students in the high school being supplied with books from the public library because, in his words, "There are so many students to use them that they will wear them out." Fortunate it was that his views did not prevail in the board at that or any later time. We are coming to learn that it is at least no sin to *wear* out books. Even yet we must struggle against rigid adherence to old customs if we would fully establish the idea that libraries are chiefly for use.

Do not, however, allow me to minimize the importance of the library as a repository. In every community and in every library there are books and records that should be preserved with the greatest care. The library should be, and often is, the institution which protects these books and records from destruction.

There has been no more effective use of our public libraries than through their coöperation with the school departments. Some years ago there was a wave of protest from the people against the rigid courses in memory work and text-book lessons that was almost revolutionary in its effects upon the schools. This opened the way for the close relationship that has grown up between the schools and the libraries. The introduction of more history, literature, and nature study, with better methods of teaching them, caused such a demand for books of various kinds in these subjects that the schools could not supply them. In addition to the text-books in these subjects, there was such need for a variety of supplementary books that the libraries found a legitimate field here for them to occupy. It seems that all over America there has been adopted a great variety of plans and schemes to bring about this relationship between the schools and public libraries. In many places the librarians are among the most valuable teachers in the schools. (Santa Rosa is fortunate in this matter.)

The library must be something more than a collection of fiction for light heads and shallow hearts, an adjunct of some reading circle or club organized ostensibly for the study of books but more surely for the dissemination of weekly gossip. It should have a distinct purpose in furnishing the best and most authentic literature to those who are interested in the fundamental questions of sociology, politics, science, and religion. The best fiction, essays, and other works of literature of all ages should be on the

shelves. One book of this nature read by one person will be of greater value to the community than ten times this number of the daily fiction that is worn out by constant handling. The library that furnishes the best, and that only, or chiefly, is of great value.

It becomes something far greater than a reading circle for vacuous minds and unoccupied frivolity. Another value of a library comes through its influence upon its regular patrons toward systematic reading. Perhaps this may seem to some as a point of little value, but I am sure that wherever we have trained librarians that both through the selection of books and the direct advice given to readers, the influence in this line is marked. Closely allied with this effect upon the readers toward a system, is the influence that can be exerted toward a right choice of books, a distinction between good literature and sensational nonsense. The need of trained librarians is becoming recognized. The librarian is as valuable an adviser as is the lawyer or the doctor. We insist upon these being specially trained for their work. Some day we will equally prize the advice of the expert librarian.

In a rough sort of a way, we try to estimate the values of which I have already spoken. We count the books on the shelves and the number which have been withdrawn by the patrons. We make a record of the number of patrons who call upon the librarian for advice in choosing books or in mapping out reading courses. True, this is a very rough and inadequate measure of value, but it is, in a measure, a measure.

How are we to estimate the value of a library in the development of culture? Is this not its greatest value? Do we not absorb books? Dr. Holmes said that we do not estimate highly enough the "value of growing up in an atmosphere of books." The fact that there is a good library in a town in some way exercises a cultural influence over the town. To some people (I suppose it can be explained as are many spiritual things) there comes an unconscious influence over their tastes, their judgment, their manners, their intellectual tendencies, that permeates everything in the community. Perhaps this is the soul of the library. The great development of free public libraries during the last generation has been greatest in the States where there were already the most free libraries. In these States, too, there was the least illiteracy.

The free library is, again, the handmaid of the free school in the preservation of our democracy—not that it is education and learning that are to preserve this, but that the opportunity is thus given to every human being to learn and know what others know. The patricians of Rome held supremacy over the plebs by keeping them in ignorance of the laws. The feudal barons kept the learned men subsidized, in one way or another. Wherever aristocracy has governed, it has been through monopoly of education

and of opportunities. The preservation of the rights of the people rests upon equal opportunity to all. Far more depends upon this than upon equal use of opportunity. It has not always been lack of knowledge that has distinguished between aristocracy and democracy, but the lack of opportunity may make a man a slave. So the real freedom of every human being in our democracy rests upon the preservation for him of equal opportunities with the rich and favored, as is done in our free schools and free libraries. The improvement of the opportunities rests with him.

It would be possible to go on into more detail regarding the influences for good that every community feels from the presence of libraries. The small free libraries in every country school in California have been of untold value to our State. Our State Library Board should be most highly commended for their wise provisions for traveling libraries and the country communities especially should everywhere organize for the purpose of obtaining these free traveling libraries. But it would not be wise to trouble you further in this way.

Our free public libraries surely need no defense when we agree, as I am sure we do, that they are valuable to the communities in which they are located, as—

(*a*) Conservatories and disseminators of knowledge.

(*b*) The chief handmaid of the schools (or *vice versa,* if you prefer).

(*c*) A guide toward a proper choice of reading matter and systematic reading.

(*d*) Influential in a large measure in the growth and development of cultural things.

(*e*) Highly valuable in the preservation of true democracy.

E. M. Cox,
Superintendent Santa Rosa Schools.

* * *

The Council Work in School Extension

I.

The ultimate object in view is to socialize the schools to the end that a clean, attractive and convenient center for education and recreation shall exist in each neighborhood.

II.

Such work has already been done in other cities for the purpose of relieving crowded districts. In the country neighborhoods the wider use of the schools has been a natural result first, of man's desire for independent social intercourse, and, second, of the limited opportunities which the country affords for satisfying such desires.

III.

In other cities this extension has been initiated by philanthropic organizations and individuals, and an effort (in some cases a successful one) has been made to place the work under the supervision and control of the authorities to the end that it might become permanent.

Two facts have been proved by the work already accomplished, first, the need of such extension has been made apparent to the blindest; second, the inability of private effort to satisfy the demand. Only the public is big enough to serve the public.

IV.

San Francisco, profiting by the experience of other cities, should take advantage of her opportunities to render greater, and in the end more economical, service to the community.

New York City realized that evil conditions could be bettered, and commenced her crusade against want and vice by establishing playgrounds, club rooms and gymnasia on the roofs and in the basements of her yardless schoolhouses.

San Francisco, rich in school lands and school property can, by business foresight used NOW, avoid the need of inadequate charity later.

Half her children now have nothing but the streets and unclean vacant lots on which to play. Needless to say that play in such places is unsupervised, and the evils which such environment fosters are only less great than the evil effects of no exercise at all.

V.

One not infrequently hears that San Francisco has no slums and therefore there is no need to change present conditions.

It is not the purpose of the plan adopted by the council to improve only the conditions in Chinatown and the Barbary Coast (our nearest approach to slums), but also to provide within easy reach of every home, a social center of wholesome atmosphere where all ages may find recreation and instruction.

VI.

The new school buildings soon to be erected and the repairs to be made upon old ones, show that now is the time to initiate this movement.

VII.

The work has been outlined somewhat as follows, viz:

First, the accumulation of all the facts bearing on the subject.

Third, an effort to gain the co-operation of the municipal authorities and of men's organizations which have for their object municipal improvement.

Second, the formation of a practical plan for increasing the service rendered to the public by the school buildings and grounds.

From these we hope to gain helpful criticisms and suggestions and the force which shall carry what is good in our plans to completion.

VIII.

That our recommendations may be definite and practical, it is necessary that our knowledge of present conditions be accurate. Gaining this knowledge in the short time we have before us, means having a large body of active workers. You have joined the council, your delegates voted for this work, and that it may be carried thru to an issue it is requested that each club send at once to the chairman of this committee the names of two workers.

IX.

It is recommended that you instruct your delegates to the council to present to your organization a monthly report of this work, which will be presented to the council at their regular meetings.

It is hoped this will help to awaken a public interest in the extension idea, and form a public opinion which will insist upon a larger return for the money invested in public schools.

X.

The work has been subdivided as follows, viz:

*First, conditions in other cities and countries in regard to the correlation of the educative and recreative forces in the community.

Second, the same concerning San Francisco.

*(1) School Buildings and Grounds.

(2) Play Grounds and Parks.

(3) Branch Libraries and Call Stations.

(4) Kindergartens.
(5) Social Settlements.
(6) Night Schools.
(7) Correlation of Municipal Activities.
(8) Funds and Legislation.
(9) Rules of Labor Unions in regard to apprentices.
(10) Cost of establishing Gymnasia and Play Grounds.

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*The largest number of workers will be required for these divisions. Please send names of workers to Miss L. B. Bridgman, 530 Guerero Street, San Francisco.

* * *

Teachers' Salaries

The July issue of the *World Today* contains a forceful article, "Are School Teachers Underpaid?" by President W. R. Harper of the University of Chicago. He says:

* * "It seems to me to be a perfectly clear proposition based on these figures and on the facts that are known to exist, that the salaries paid teachers in our public schools of the elementary and secondary grades are grossly insufficient and inadequate. It is possibly unnecessary to consider this question, and yet, if actual injustice is being done a great constituency in the public service, surely remonstrance and complaint are proper. I desire in this brief statement to present five arguments in support of my protest against the injustice done the great body of faithful public servants. Each argument thus presented is in itself sufficient, but when the five are taken together the case against the present policy is overwhelming in its strength."

Summing up his arguments, he says:

"The picture is a dark one. Many, many tragedies lurk in the background. It is a picture, the sight of which ought to inspire every parent to undertake a contest with the authorities for better salaries, because better salaries mean better talent, better preparation, a higher character of work, the taking advantage of larger opportunities, and, in addition, the privilege to which every man or woman who has given up life for the sake of others is entitled—the privilege of a quiet and comfortable old age.

"Why does this injustice continue? Because the eyes of parents, as well as those in authority, are blind. How can they be opened? Let us ask ourselves this question, and let us find an answer to it."

Books and Magazines

What languages shall be studied? Those which contain numerous works which have a message for the student which can not be possessed through any other medium. Tolstoi and Omar Khayyam lose nothing of real value in English. Professor Jespersen quotes with approval Robert Browning's statement: "Learning Greek teaches Greek, and nothing else; certainly not common sense, if that have failed to precede the teaching!"

Language is a vehicle for the communication of thought. It should be learned through sensible communication. Not disconnected words nor even disconnected sentences should be used. They are not parts of a language, but bits broken away from the language. Language is not a scrapheap of words nor is it even a scrapheap of sentences, and books which treat it in that way are forbidden. This warning it seems to us applies to English composition and reading books as well as to texts for the study of foreign languages.

"The beginner has use only for the most everyday words; he ought to have nothing to do with the vocabulary of poetry or even of more elevated prose." In the study of grammar, too, it is the ordinary, regular forms of speech rather than the irregular forms which should receive the most attention. "After the manner of Spencer's "Inventional Geometry," where the pupil is all the way through led to find out propositions and proofs for himself, we ought to get an *Inventional Grammar.*"

Now for the method. Only the skeleton can be given here. The pupils must read, read more and more, read better and better books, books whose contents are of a nature to hold their attention and to give them much all-around information and development—not solely works of literature.

The pupils must talk about what they have read. He who only gets the tip of his fingers dipped in the water will never learn to swim. He must talk much, seriously, and about many things, in order to learn a language. The pupils must write original papers in the foreign language—not translations.

This little book was greatly needed. It is fresh and vigorous and represents the reform movement in language teaching which has almost swept the older methods away from the Continent. In English the literature of this subject is so lamentably brief that there are but few teachers concerned who will not welcome this addition gladly.

How to Teach a Foreign Language, by Otto Jespersen, Ph.D., Professor of English in the University of Copenhagen, translated from the Danish by Sophia Y. Bertelsen. New York: The Macmillan Company.

The most trying period of a teacher's life is the one in which she is getting control of the school, adjusting herself to it, and it to her. If failure comes at all it is most apt to come then. Many a time and oft does one who is in this situation, pray for some knowledge of how others handle it, what they do and what objects they have in mind. A work on class management is therefore always timely, and if it is well considered is bound to be of immense service. There is, perhaps, a bit of unnecessary rhetoric in this volume, but on the whole it is sound and serviceable. The author starts with the axiom that school government is not educative or worthy unless it is training in self-government, that good discipline is more, much more, than "order" in the school-room. He describes the new ideal or purpose of discipline as not that of crushing and eradicating the traces of original sin, but as guiding and directing the normal development of a human being. Justice is defined as the basis of school discipline. The characteristics of the best teacher as described by the children themselves are worth attention: Seventy-three per cent. assert that she helped them in their work and made it worth while for them to go to school, while fifty-eight per cent. confess that they were attracted by the personal appearance of the teacher, and almost as many were won by her goodness and kindliness.

The author believes that in a well-conducted class "corporal punishment can not possibly be employed as a means of discipline." Its use substitutes the fear of physical pain for moral and spiritual restraint by subtle suggestion, by respect for character, by the exaltation of justice, kindness and self-control. Physical force is never to be used, yet discipline is to be rigid and exact. How this is brought about is satisfactorily set forth in the book.

* * *

Little by little the history of education is coming to its own and receiving the attention which it so richly merits. Professon Woodward, whose recent volume on Vittorino da Feltre was universally welcomed, has again made the world indebted to him by publishing a companion volume on Erasmus. His work is peculiarly acceptable, for it deals with the beginnings of modern education in the great period of the Renaissance. Now the most scholarly and perhaps the most useful of all the humanists north of the Alps was Desiderius Erasmus (1467-1536). Indeed, he was the herald of humanism in the north and one of that little company of scholars who introduced the teaching of Greek into

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Class Management, by Joseph S. Taylor, Ph.D., District Snperintendent Schools of New York City. New York: E. L. Kellogg & Co.

Desiderius Erasmns Concerning the Aim and Method of Education, by William H. Woodward, Professor of Education in the University of Liverpool. Cambridge: The University Press.

England and thereby determined the character of English culture. Erasmus was also of immense service as an editor and his influence had much to do with bringing on the Reformation. He regarded the new education of humanism as the weapon for combating the widespread ignorance which gave rise to all the evils about him. He was therefore an educational reformer. The words of the wise never grow old, and much or most that Erasmus wrote on education is of practical value to this day. He lived in the ages of the church, yet he did not regard education as a means to personal salvation, but rather as the agency for the perfecting of social life. Knowledge he defined as "learning in use," or "wisdom interpreted for living." His view of humanity was optimistic in the extreme. Man is endowed by nature with a capacity "apt for reason," prone to obedience, and therefore capable by training of indefinite advance. Against cloistral education he inveighed continually. *Schola aut publica aut nulla.* Education for civic life must be civic in character. Only the tried forms of universal culture could furnish fit nourishment for growing minds. The classical literatures are alone admitted to his course of study.

Professor Woodward's work has been done thoroughly and well, and the result is a volume of permanent worth, for it clears up the dark places of one of the great transitorial periods of educational history.

* * *

The Teachers' Institute

The county superintendents of Pennsylvania, in their annual meeting, spent a considerable time upon this subject: "If after ten years' experience in the work," said one superintendent, "one might venture to give any advice to a young superintendent, it would be the following suggestions:

"Confine effort in each institute to a few important lines of work.

"Get the best talent possible; poor instructors are dear at any price.

"Avoid instructors who depend on funny stories to hold the attention.

"Prefer instructors who are actively engaged in teaching. Buy enthusiasm where you can; it is contagious. Make lecture periods short. If three lectures are to be given in a half day, cut to thirty minutes. Give ten or fifteen minutes at the close of each lecture for conversation.

"Have plenty of music.

"Be as particular in selecting your conductor of music as you are in choosing other instructors."

The institutes of Pennsylvania cost annually about $550,000.

Do they pay? This sum is but one-fiftieth, or two per cent., of the $25,000,000 annually spent on the public schools. If we have a house and lot from which we derive an income, we expect to expend at least two per cent. in taxes, insurance and repairs to keep it in proper condition. Is it not equally wise to spend money to keep our teachers in condition to do their best work?

This, then, is the chief work of the county institute. Not so much to add to the teacher's stock of knowledge of science and literature, nor even to teach the latest discoveries of the new psychology and child study, although this work is very valuable; but rather to arouse dormant interest in the old problem of enlightening the world, to touch the sympathy for the unfortunate and untaught, to present a higher ideal, to plant in the heart of every teacher the divine fire of enthusiasm, and send each forth filled with the spirit of the missionary determined to do noble work.

Brethren, if we can do this, what is two per cent?"

* * *

Advisable Admissions from the Course of Study

Professor Frank McMurray read a notable paper before the Department of Superintendence at Atlanta on this subject. His chief points were as follows: It is evident that we have now more studies than formerly, more topics under many of them, and more detail under the topics. These additions altogether, probably double and possibly treble the work required a generation ago. The course is overcrowded. What is the explanation? There is reason to believe that it is to be found primarily, though not wholly, within the teachers themselves.

We hold the following propositions in the rejection of subject matter:

(1) Whatever can not be shown to have a plain relation to some real need of life, whether it be æsthetic, ethical or utilitarian in the narrower sense, must be dropped.

(2) Whatever is not reasonably within the child's comprehension, likewise.

(3) Whatever is unlikely to appeal to his interest; unless it is positively demanded for the first very weighty reason.

(4) Whatever topics and details are so isolated or irrelevant that they fail to be a part of any series or chain of ideas, and therefore fail to be necessary for the appreciation of any large point. This standard, however, does not apply to the three R's and spelling.

Now for the application of these standards. It is evident, at the start, that in spite of our large number of studies, no one can be wholly omitted. Reform does not lie in that direction. It is well to call to mind, too, when violent complaints break forth against our excessive number, that the French program for the

common school includes all the branches that we ordinarily have, distributed over about as many years. Practically the same is true for Germany and for England. We have not yet, therefore, gone mad in our devotion to fads. Omissions, then, must be confined to particular topics and details.

(1) Let us first apply these standards to arithmetic. The contents of even the newer texts can be scarcely any guide whatever, because commercial competition has made these books almost encyclopæedias on quantitative facts. But on the basis of social custom, our first standard, the following things—very often taught—may well be omitted: Apothecaries' weight, troy weight, examples in longitude and time, except the very simplest, involving the 15° unit, since our standard time makes others unnecessary, the furlong in linear measure, the root in square measures, the dram and the quarter in avoirdupois weight, the surveyors' table, table for folding of paper, all problems in reduction ascending and descending involving more than two steps, the G. C. D. as a separate topic, but not practice in detecting divisibility by 2, 3, 5 and 10. All common fractions except those of a very low denomination and customary in business, all work with L. C. M. except the L. C. M. of such very common denominators as those just mentioned, complex and compound fractions as separate topics, compound proportion, percentage as a separate study, with its cases, true discount, most problems in compound interest, and all in annual interest, problems in partial payments, except those of the very simplest kind, the same for commission and brokerage; for example, all problems involving fractions of shares. Profit and loss as a special topic, equation of payments made unnecessary by improved banking facilities; partnership, made unnecessary, in the old sense, by stock companies. Cube root, all algebra except such simple use of the equation as is directly helpful in arithmetic. In addition to all these, arithmetic may be omitted as a separate study throughout the first year of school, on the ground that there is no need of it if the number incidentally called for in other work is properly attended to.

(2) In geography, all explanation of the cause of the seasons, except the mere fact of the changing direction of the sun's rays; the cause of the tides, leaving the fact only. Quite probably one of our two treatments of Asia, Africa, Australia and South America. While we have a large amount of supplementary reading, its content is not usually prescribed, but it should be. This plan might save one year of geography.

(3) In grammar, the potential mood can probably be omitted and all the minor classifications, such as the kinds of limiting and qualifying adjectives, of coördinate and of subordinate con-

junctions, etc. This separate subject need not then receive more than one year of study, with one period daily.

So much for omissions, a very inadequate treatment, I must admit. But the main remedy lies outside of them, and is to be found in a changed conception of thoroughness. Real thoroughness does not consist in learning everything in the text-book, but involves much selection with special emphasis on main issues and such details as are really necessary to them, with corresponding neglect of other facts.

In the first place, the subject-matter in those branches that easily offer mere aggregations of facts, like history, geography and nature study, should be brought under as few large headings as possible, these headings should be so worded as to be truly restrictive. Suppose in history we study how the Europeans found a new world; how Spain took possession of this new world; how a rival sprang up in France; how the English came to be a second rival, etc.; also in geography, what are the principal industries that have become established in the Western States and their cause. Such topics, because they are restrictive, would insure extensive eliminations of minor topics in most studies. In the second place, those sub-topics should be selected in each branch of study that are the best types of large groups, as typical campaigns, typical forms of industry, etc.

In the third place, the leading questions that need to be answered under each type need to be clearly conceived in order to find a basis for selection of details. We must honestly agree to omit many things, even though they have long been held sacred.

* * *

Education in Japan

The total number of elementary schools in Japan in 1902, writes Walter J. Ballard in the *Missouri School Journal,* was 27,010, the number of teachers employed in them 102,700, and the number of pupils enrolled 4,980,604, or 67 per cent. of the total school population. For the training of teachers for the elementary schools the government maintains 54 normal schools, having in 1902, 1,032 teachers and 17,982 students, and two higher normal schools, having 118 teachers and 860 students. The government has made liberal provision for higher education in the two imperial universities, five schools of medicine, a foreign language school, a fine arts school, an academy of music, and nine technical schools. The University of Tokyo includes all the faculties recognized in Western universities except that of theology. The College of Science and Engineering has ample equipment for instruction in chemistry, pure and applied; in mining and metallurgy; in civil, mechanical and electrical engineering. It scarcely requires to be shown that this new system of public education proved, in a comparatively short time, an effective means of trans-

forming Japan in the progressive sense intended by the government, so that the ministry of education may be said to have done most to weld the nation into a harmonious whole."

* * *

The Kindergartner's Creed

We quote two extracts from the Kindergarten Review, the first the creed, adopted by the Helena [Montana] Kindergarten Council:

"'Heaven lies about us in our infancy.'

"I believe in little children as the most precious gift of heaven to earth. I believe that they have immortal souls, created in the image of God, coming forth from Him and to return to Him. I believe that in every child are infinite possibilities for good or evil and that the kind of influences with which he is surrounded largely determines whether or not the budding life shall bloom in fragrance and beauty, with the fruit thereof a noble and godlike character.

"I believe it to be the mission of the kindergarten to—

'Step by step lift bad to good;
Without halting, without rest,
Lifting better up to best.'

"I believe in play as the child's normal effort to understand himself through free self-expression; and I believe, too, in work, but work that is joyous, and that the joy in the doing comes largely from the well-doing.

"I believe in freedom, but not in license; in prompt, cheerful obedience; in accuracy, regularity, punctuality, industry and application; that wisely directed self-activity should result in self-control, in self-forgetfulness, in an increasing desire to choose the good, true and beautiful, and to contribute to the happiness of others. I believe in cultivating the intellect and the will, but I believe, too, in soul-culture, and that out of this cultivation comes the more abundant life bringing forth the fruits of the spirit—kindness, gentleness, joy, peace, truth, faith, hope, love, reverence for God, for each other, and for all His lowly creatures.

"I believe that the white city of God, with its river of life and its tree of life, is the divine type of the kindergarten with its life-giving love, sunshine and companionship, and its symmetrical unfolding of all the beauties of child life—physical, mental, moral, spiritual.

"I believe that the work of the kindergartner is the holiest and happiest of all earth's tasks.

"To this work, Father, I believe Thou hast called me, and to it I give all that Thou hast given to me of insight, and wisdom and strength, and love and gentleness and patience and humility."

The Syllabus of the Kindergartens of New York

The following are the lines of work that should be included in the kindergarten instruction. They will be useful to primary grade teachers:

In nature study, the children should be taught to observe and to care for animals and plant life, to make daily observations of natural phenomena, and be encouraged to take occasional excursions to parks and fields. They should be taught to use the brush in making illustrative drawings, to model in sand and clay in connection with plant and animal life, and to work in out-of-door gardens.

In construction, the work with the Gifts and Occupations should be creative. No Occupation work should be introduced which is injurious to the eye, such as fine perforating, fine sewing, and fine weaving.

In physical training, the play and games should be interpretative and expressive of everyday life. They should lead to a control of the muscles and to mental and social development.

In music, the children should be taught to listen appreciatively to instrumental music and to singing. In singing by the children, only such songs should be selected as unite expressive melody to appropriate words, and in which the rhythm of poetry and music coincide. The compass of songs should be within the limits of the staff. Only soft singing should be allowed at any time, and great care should be given to enunciation and expression. Singing during marching and physical exercises is not advisable.

In story-telling, the stories should be illustrated with blackboard sketches, pictures and objects. The stories should be reproduced concretely through the medium of games and adaptable material; later the stories should be reproduced orally with great freedom of expression as an introduction to language. Number, form, color and direction should be introduced incidentally.

In coördinating the kindergarten and the primary grades of school, the kindergarten exercises should be modified toward the close of the term in preparation for promotion. Periods of silent work and a greater proportion of independent work should be provided for. The use of blocks, splints, and small sticks of different lengths will aid in primary work. The use of the sand table will aid in the illustration of stories and will prepare the way for geography. The observation and care of animals and plants, the introduction of a simple weather record, and out-of-door excursions will also serve to coödinate the kindergarten and primary grades.

In the primary grades, especially during the first months after promotion, the play spirit should pervade the work. There should be some conversational privileges and few oral reproductions of stories; marked attention should be given to constructive work along several lines of manual expression.

The Normal School at San Diego

The new catalogue of the State Normal School at San Diego indicates that the school is in a very prosperous condition, for which President Black is to be heartily congratulated. The faculty numbers eighteen members, most of whom have received higher degrees from the leading colleges. Last year 220 regular students were in attendance, and there were also 178 pupils in the training school. Because of high school conditions in the south a four-year as well as a two-year course is offered. These courses are mainly of a professional character, but by wise selection of subjects their general culture value has also been made prominent. The work in English, history, science, mathematics, music is very well developed. Much attention has been given to education and with very good results. It is rather unusual to find teachers attempting "to make teaching a process in which theory and practice are scarcely to be distinguished," but teaching will not be a scientific proceeding until that is done. An innovation of considerable importance has been introduced in this department. Separate courses in psychology, child study, methods, etc., are not given. Selection is made from all these fields, and a series of courses has been organized which from day to day combine a study of the nature of the child, the end to which he is to be educated, and the means to be employed in the process. This concrete method keeps the psychological end from dropping out of sight and has a great advantage over the older plan. In the same way the training school is not divorced from class-room instruction. This we believe is the right way, and the school at San Diego, if it succeeds in organizing the work in detail, should make the best of teachers.

* * *

Child Labor in the United States

"One of the strongest arguments against child labor is that it deprives the child of an education by substituting for time which might be spent at school long hours of monotonous toil, the effect of which is to arrest rather than to stimulate the progressive development of his faculties." Child labor is therefore a question of the gravest importance to education. The Bulletin of the Bureau of Labor for May, 1904, contains an exhaustive study of "Child Labor in the United States." The excerpts from the laws of the different States are of much value. Different States have fixed different age limits for employment, but fourteen years seems to be the average. A large number of States have in addition a higher specified age before reaching which one can not legally be employed save in vacation time. In twenty States limits are prescribed which prohibit the employment of children who can not read and write. Thirty-two States have enacted laws for-

bidding the employment of children in dangerous, injurious, or immoral occupations. Eighteen States have statutes prohibiting night work.

* * *

The Teaching of French

The current number of the School Review is devoted to this subject. There are special articles of many phases of it by specialists from the chief schools of the country, including one on French Instruction—Its Aims and Methods, by Professor Samuel A. Chambers of the University of California.

* * *

Sir Michael Foster, in delivering the first Huxley lecture before the University of Birmingham dwelt at length upon Huxley's service to public education, particularly as a member of the London School Board. "The goal of school teaching which Huxley put before him was the development of the whole nature, the building up of a fit character in the school-boy or school-girl. If in professional teaching it was needful to keep this goal steadily in view, it was in his eyes a thousand times more needful to keep it in view at the school in the few, but pregnant, years during which the lad or lass comes under the moulding hands of the teacher. In the school above all other places, everything should be made subservient to this great end. The same desire to reach character guided him in his selection of subjects to be taught and of methods of school teaching. It seemed to him that the primary object of all teaching of the young must be to awaken the mind, to rouse the attention, to excite the desire to know. And though he knew that a good teacher has the power to accomplish this, whatever be the subject which he handles, while a bad teacher may fail to do this with any subject, he sought for a basis of early education in the subjects likely of themselves, without taxing the teacher, to interest the scholars and stimulate them to mental effort. These he found in common things with which the children came in touch, things of which they heard, things which they might use in daily life. He gave what is sometimes called useful knowledge a large share in school life, not simply because it was useful, though this he did not despise, but because it offered the best opportunities for awakening the young mind and at the same time could be so taught as to provide the desired discipline and training of the mind thus awakened.

* * *

The life worth living is the life of the man who works; of the man who strives; of the man who does; of the man who, at the end, can look back and say, "I know I have faltered, I know I have stumbled, I have left undone things that should have been done, and much that I have done had better been left undone, but as the strength was given me I strove to use it; I strove to leave the world better and not worse, because I have lived in it.—*Theodore Roosevelt.*

Official Department

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State Board of Education Meeting

SACRAMENTO, CAL., June 11, 1904.

A meeting of the State Board of Education, pursuant to the call of the secretary, was held this day at the office of the Superintendent of Public Instruction in the Capitol.

The meeting was called to order at 10:30 A. M.

In the absence of Governor Pardee, president of the board, President Pierce of the Los Angeles State Normal School was chosen chairman *pro tem.*

On roll-call the following members were shown to be present: Morris E. Dailey, president State Normal School, San Jose; C. C. Van Liew, president State Normal School, Chico; Samuel T. Black, president State Normal School, San Diego; Frederic Burk, president State Normal School, Los Angeles; Thomas J. Kirk, Superintendent of Public Instruction and *ex officio* secretary of the board; Edward T. Pierce, president State Normal School, Los Angeles.

The following members were absent: George C. Pardee, governor, president of the board; Benjamin Ide Wheeler, president State University, Berkeley; Elmer E. Brown, professor of pedagogy, State University, Berkeley.

The minutes of the meeting of the board held March 29, 1904, were read and approved.

NEW BUSINESS.

The secretary then read the list of applications for the special high school credential received by him since the last meeting of the board and in pursuance of the rule of the board had by him been referred to the Committee on High School Credentials:

The secretary read a list of kindergarten training schools which had made application for accrediting since the last meeting of the board and which applications had been referred by him to the proper committee for consideration:

The secretary then read the list of normal schools which had made application for accrediting and which application had been by him referred to the Committee on Accrediting of Normal Schools.

The secretary also read the applications for accrediting of State diplomas and certificates which had been by him referred to the proper committee for consideration:

The secretary read a letter from Charles C. Hughes tendering his resignation as a member of the Advisory Board of Editors of the WESTERN JOURNAL OF EDUCATION, the same to take effect at once. On motion the same was accepted.

Mr. Van Liew, for the Advisory Board of Editors, submitted the following report:

The Advisory Board of Editors of your official journal, the WESTERN JOURNAL OF EDUCATION, begs leave to request that David Snedden of Stanford University be appointed a member of that board, *vice* C. C. Hughes, who has resigned.

We also suggest that you request the State Superintendent of Public Instruction to prepare a series of official bulletins on such topics as the improvement of school grounds and buildings, school decoration, State and national day programs, application of nature study to agriculture, etc., for publication in the WESTERN JOURNAL OF EDUCATION. It should be the aim of these bulletins to meet the most practical needs of California public schools of all types.

We also ask that the editor of this JOURNAL be furnished with a complete transcript of the minutes of this board so that the department of official news can be edited with entire freedom from official censorship.

In conclusion we desire to add that the Advisory Board has thus far worked in entire harmony with the editor of the JOURNAL, Mr. Harr Wagner, and that if we may judge from a large number of spoken and written judgments, we have exerted a wholesome and developing influence upon the official journal of the board.

Mr. Burk moved that the report of the committee be accepted, that the recommendations be adopted, and that further the State board commends the high grade of journal which the editor and the Advisory Board are now publishing. The board would especially recognize the unselfish labor and educational value of the services which Dr. E. C. Moore has so generously devoted to the JOURNAL. The motion was carried.

Professor D. S. Snedden of Stanford University was nominated as a member of the Advisory Board of Editors for the WESTERN JOURNAL OF EDUCATION and elected on roll-call as follows: Ayes: Dailey, Van Liew, Black, Burk, Kirk and Pierce; Noes: none.

It was moved and carried that the Grammar School Arithmetic compiled and published by the State Text-Book Committee be accepted, approved and adopted by the State Board of Education

as a book of the State series for use in the advanced grammar grades; that the cost price of such book be fixed at fifty cents at Sacramento, the same being thirty-seven cents per volume for printing, binding, publishing, etc., and thirteen cents for royalty for use of the plates thereof as provided in the contract heretofore approved by the board; and that the price of such book by retail dealers to pupils and by mail from Sacramento be sixty cents.

It was moved and carried that the Introductory Geography compiled and published by the State Text-Book Committee be accepted, approved and adopted by the State Board of Education as a book of the State series for use in the primary grades; that the cost price of such book be fixed at fifty-five cents at Sacramento, the same being forty-two and one-half cents per volume for printing, binding, publishing, etc., and twelve and one-half cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by the board; and that the price of such book by retail dealers to pupils and by mail from Sacramento be sixty-four cents.

It was moved and carried that the Grammar School Geography compiled and published by the State Text-Book Committee be accepted, approved and adopted by the State Board of Education as a book of the State series for use in the grammar grades; that the cost price of such book be fixed at ninety-eight cents at Sacramento, the same being seventy cents per volume for printing, binding, publishing, etc., and twenty-eight cents for royalty for use of the plates thereof, as provided in the contract heretofore approved by the board; and that the price of such book by retail dealers to pupils and by mail from Sacramento be one dollar and twenty-cents.

On roll-call the prices of the State series school text-books for the ensuing year was fixed as follows by the following vote: Ayes: Messrs. Dailey, Van Liew, Black, Burk and Pierce; Noes: none:

PRICES OF STATE TEXT-BOOKS.

Name of Book	Cost Price at Sacramento	By Mail	Price to Pupils from Retail Dealers
Revised First Reader	16 cents	20 cents	20 cents.
Revised Second Reader	28 cents	34 cents	35 cents.
Revised Third Reader	44 cents	51 cents	50 cents.
Revised Fourth Reader	53 cents	60 cents	60 cents.
Speller	19 cents	25 cents	25 cents.
Primary Number Lessons	20 cents	25 cents	25 cents.
Grammar School Arithmetic	50 cents	60 cents	60 cents.
Lessons in Language	25 cents	30 cents	30 cents.
Grammar School History U. S. ..	81 cents	95 cents	95 cents.
Revised English Grammar	47 cents	55 cents	55 cents.
Introductory Geography	55 cents	64 cents	64 cents.

Name of Book	Cost Price at Sacramento	By Mail	Price to Pupils from Retail Dealers
Grammar School Geography	98 cents	$1.20	$1.20.
Physiology	50 cents	58 cents	60 cents.
Civil Government	46 cents	54 cents	55 cents.
First Reader (old series)	15 cents	20 cents	20 cents.
Second Reader (old series)	33 cents	41 cents	40 cents.
Third Reader (old series)	40 cents	52 cents	55 cents.
English Grammar (old series) ..	42 cents	50 cents	50 cents.
U. S. History (old series)	50 cents	62 cents	65 cents.
Elementary Geography (old) ...	50 cents	60 cents	60 cents.
Advanced Geography (old)	$1.02	$1.20	$1.20.

There being no further business the board adjourned at 12:30 P. M., to meet at the call of the secretary.

* * *

NAMES OF THOSE TO WHOM SPECIAL HIGH SCHOOL CREDENTIALS WERE GRANTED ON JUNE 11, 1904.

Miss Florence Marion Bryant, Stanford University; Katharine Blynn, Stanford University; Mark R. Jacobs, Los Angeles; Orrell E. McCrosky, San Francisco; Mrs. Pearl Colby Miller, Palo Alto; Mrs. Mary Roberts Smith, Palo Alto; Miss Alice Sudlow, Berkeley; Frank P. Taylor, Hemet; Emily Hannah Radcliffe, Hollywood; Milton W. Smith, Lodi; David W. Nelson, Bakersfield; F. K. Van Fossen, Pomona; Frederick H. Beals, Los Angeles; J. P. J. Williams, Berkeley; Emma Garretson, Alameda; Theodore M. Moe, San Francisco.

Ethel Rundall, Iowa; Jacob M. Loring, New Mexico; A. L. T. Gould, Connecticut; F. H. Olney, Lawrence, Kan.; Dorothy I. Wickersham, North Dakota; Sarah H. Manning, Iowa; Stella B. Kirker, Nebraska; Della Gandy, Indiana; Elizabeth Donaldson, Minnesota; Mr. S. Baumann, Tennessee.

The following certificates for Grammar and High School life diplomas were granted:

HIGH SCHOOL DIPLOMAS.

R. L. Ashley, Los Angeles; Mrs. Mary G. Barnum, Los Angeles; Flora Eleanor Beal, Santa Clara; Lillie B. Bridgman, Alameda; Bertha L. Chapman, Alameda; Wellyn B. Clark, Alameda; Edith M. Clayes, Kings; J. Allen De Cou, Tehama; Abby Phillips Elliott, Mendocino; George W. Hingle, Kings; M. C. James, Alameda; John Drummond Mansfield, Tulare; Georgia H. Mitchell, Los Angeles; Minnie M. Moore, Orange: William Roe Murphy, San Bernardino; Kathryn B. Rardon, Kern; Inez Robinson, Stanislaus, James Uriel Smith, Alameda; Hiram Franklin Sheldon, San Luis Obispo; Jessie Palen Wood, Fresno.

GRAMMAR SCHOOL LIFE DIPLOMAS.

Josie Ames, Mendocino; Josephine Asberry, San Luis Obispo; Edith E. Ayer, Santa Clara; L. Alma Bainbridge, San Joaquin; Eva S Barbour, Siskiyou; Tena Rosalind Barbour, Siskiyou; Olive V. Bedford, Shasta; Olivia Morgan Bedinger, Kern; Sadie Belcher, Sacramento; Alpha N. Bigley, San Bernardino; Leah Bletso. Los Angeles; Ann E. Bogan, Tuolumne; M ry Trip Bonham, Kern, Lottie Braddy, Sacramento; Louise R. Brampton, Alameda; Florence E. Branch, Alameda; D. W. Brown, San Joaquin; Gertrude Brown, Alameda; Minnie Gertrude Brown, Tehama; Susie E. Brown, Tehama; Leonora J. Brownell, San Joaquin; Margaret Buell, San Diego; Minnie L. Burgess, San

Bernardino; Ada Burnham, Sonoma; Jennie Burton, Orange; Ella I. Cardoza-Buttner, Alameda; B. N. Campbell, Mondocino; Ida E. Carter, Alameda; M. Lenore, Chapman, San Bernardino; Mary Coats, Tehama; Mary Rose Compton, Los Angeles; Mamie O'Neill Cosby, Sacramento; Mattaline G. Grabtree, Los Angeles: John F. Dale, Tulare; A. Burton Daly, Colusa; Kathryn Daly, Fresno; Emma Natalie Davis, Fresno; Minnie R. Dill, San Bernardino; Ella M. Dixon, Los Angeles; Kate E. Doyle, Santa Clara; Maria Seymour Drake, Mendocino; Olga Ehlers, Kern; Erskine E. Esdon, Alameda; Susan Enbank. Alameda; Bertha Lynn Evans, San Bernardino; Elizabeth A. Everett, Inyo; Florenee Beatrice Flood, Los Angeles; Tina R. Gallison, Mendocino; Louise Gifford, Los Angeles; Margaret Gill, Tehama; Ralph C. Greenough, Mendocino; Mildred M. Gregory, Inyo; David Goldberg, Los Angeles; Minnie M. Goude, Fresno; Helen Hamlin, Alameda; Paul D. Henderson, Tehama; Maude Hiett, Ventura; Anita M; Bishop Hill, Sonoma; Fannie D. Hinshaw, Sonoma; Laura L. Houghton, Los Angeles; G. W. Hursey, San Bernardino: Mrs. Gussie Kirk, Shasta; Lillian E. Langbein, Los Angeles; Josephine F. Leffler, San Joaquin; Edward P. Liesy, San Joaquin; Emma Lobenstein, Los Angeles: Florence May Longley, Los Angeles; Theodore Madson, Fresno; Nellie Malloy, Alameda; Edith R. McMcCormick, Los Angeles; Mary Sturges McCoy, Orange; Harriet McDonell, Alameda; Mamie W. McEachin, Los Angeles; Jennie B. McElroy. Mendocino; Lucy G. McGowan, Los Angeles; Elizabeth McKean, Shasta; Genevieve M. McKeever, Alameda; J. Morgan McMahon, Tuolumne; Florence L. McMurtry, San Joaquin; Katherine E. Morse, Yolo; Helen Gertrude McRay, Tehama; Etta L. Naumann, Santa Clara; Harriet E. Neely, Los Angeles; Anna O'Bannon, San Diego; Vernon L. Ogden, San Joaquin; James H. O'Leary, Solano; Mary M. Osborn, Tulare; Ella B. Parker, Ventura; Lulu V. Parker, Los Angeles; Elizabeth N. Pepper, Los Angeles; Sadie E. Pierson, Monterey; Annie Powell. San Joaquin; Sarah Lucy Prentiss, San Bernardino; Elizabeth Quinlan, Santa Clara; Lillie M. Ragsdale, Placer; Willie Florence Reid, Sonoma; Mrs. W. E. Rogers, Nevada; Jenette Saunders, Marin; Hattie Hook Saxby, Ventura; Anna Seymoure, Los Angeles; A. E. Shepherd, San Diego; Ella Stahmer, Los Angeles; John S. Stubblefield, Los Augeles; Lillian H. Taber, San Joaquin; Charles R. Temby, Nevada; Mrs. L. M. Tittle, Yolo; Mrs. Frank M. Todd, Alameda; Mabel G. Tower. Tehama; Marion S. Van Dusen, San Bernardino; Rose Wainwright, Mendocino; Abigail C. Welch, San Joaquin; Donna M. Whitaker, Alameda; Alice M. Williams, San Joaquin; Jeannette Bemis Williamson, San Bernardino; Mary K. Wittich. Los Angeles: Laura Amelia Wolfe, Stanislaus; Gertrude H. Yager, San Bernardino; Special—T. Madson, commercial law, commercial arithmetic, commercial geography, bookkeeping, Fresno; Wilson G. Tanner, bookkeeping, commercial arithmetic, commercial law, Los Angeles.

NEW ISSUE LIFE DIPLOMA

Nellie Miller, Los Angeles. (Date of original diploma, June 13, 1891.)

UNIVERSITY DOCUMENTS

Annie W. Brewer, Alameda; Roy Ernest Dickerson, Sonoma; James Ferguson, Sonoma; Gertrude Helen Hampton, Nevada; Florence M. Hanna, Alameda; Louise J. Holling, Colusa; Edna M. McKee, Sacramento; Amelia H. Newmark, Alameda; May Elizabeth Sweeney, Solano; Margaret Webb, Alameda; Edwin Leonard Zahn, Ventura.

NORMAL DOCUMENTS

Frank W. Benedix, San Jose; Adelina Bland, Los Angeles; Mary P. Carroll, San Jose; Laura Alice Collins, Los Angeles; Mary F. Corkery, San Jose; Mary Cortner, San Jose; Galen Cummings, Chico; Elizabeth H. Farrell, San Jose: Nelle Fiske, San Jose; Selina Gertrude Floyd, San Jose; Ida Fullagar, San Jose; Jeanette A. Gates, San Jose; Effie F. Grant, Chico; Marguerette E. Hanley, San Jose; Hobart W. Heiken, San Jose; Kate Holliway, San Jose; Lulu Hull, Los Angeles; Gertrude Lane, San Francisco; Annie E. Lindsey, San Jose; Meyln Worden Lorbeer, Los Angeles; Mrs. Annie J. Lyons, San Jose; Genevieve M. McKeever, San Jose; Almeida McMillin, San Jose: Nina Merriman, Los Angeles; Harriet E. Neely, Los Angeles; Helen R. Oden, San Diego; Ethel L. Rucker, San Jose; Elsie C. Ruhl, San Jose; Anna Seymoure, Los Angeles; Jeannette Isabelle Southern, Chico; Jessie A. Stewart, Los Angeles; Grace E. Wilkie, Chico; Myrtle Jeannette Wright, San Francisco; Christine S. Zoffman, San Jose.

Bulletin No. 34

A LIST OF NORMAL SCHOOLS, STATE DIPLOMAS, STATE CERTIFICATES AND KINDERGARTEN TRAINING SCHOOLS ACCREDITED BY THE STATE BOARD OF EDUCATION IN PURSUANCE OF THE PROVISIONS OF SECTION 1775 OF THE POLITICAL CODE.

(For list of accredited colleges and universities, see Bulletin No. 32.)

Grammar school Certificates may be granted to the holders of any of the following credentials, without examination:

NORMAL SCHOOL DIPLOMAS.

In pursuance of the requirements of Section 1775 of the Political Code of the State of California, the State Board of Education recommends the following named normal schools as being of equal rank with the State Normal Schools of California, and *holders of the highest grade diploma issued by these normal schools* may be granted the Grammar School Certificate of California, by county or city and county boards of education, without examination, as provided in the section of the law above referred to. *Boards of education should note particularly that no elementary diploma issued by any of the normal schools named below can be legally recognized as a credential upon which to grant a certificate:*

Arizona normal schools: Flagstaff, Tempe. Canada normal schools: London, Ottawa, New Brunswick, Toronto; Ontario Normal College. Colorado State Normal School, Greeley. Connecticut State normal schools: New Britain, Willimantic, New Haven. Illinois State normal schools: Chicago Normal School, Chicago; Eastern Illinois State Normal School, Charleston, Ill.; nois State Normal University, Normal; Northern State Normal School, De Kalb; Southern Illinois State Normal School, Carbondale. Indiana State Normal School, Terre Haute. Iowa State Normal School, Cedar Falls. Kansas State Normal School, Emporia. Louisiana State Normal School, Natchitoches. Maine State normal schools: Castine, Gorham, Farmington. Massachusetts State normal schools: Boston, Bridgewater, Framingham, Fitchburg, Hyannis, Lowell, North Adams, Salem, Westfield, Worcester. Michigan State normal schools: Marquette, Mt. Pleasant, Ypsilanti. Minnesota State normal schools: Duluth, Mankato, Moorhead, St. Cloud, Winona. Missouri State normal schools: Cape Girardeau, Kirksville, Warrensburg. Nebraska State Normal School, Peru. New Hampshire State Normal School, Plymouth. New Jersey State Normal School, Trenton. New York State normal schools: Albany, Brockport, Buffalo,

Cortland, Fredonia, Geneseo, Jamaica, Newpaltz, New York City Normal, Oneonta, Oswego, Plattsburgh, Pottsdam. Nevada State Normal School (normal department, Nevada University), Reno. Rhode Island State Normal School, Providence. Tennessee: Peabody Normal College, Nashville. Utah State Normal School (normal department, Utah University), Salt Lake City. Washington State Normal School, Whatcomb. Wisconsin State normal schools: Milwaukee, Oshkosh, Platteville, River Falls, Stevens Point, West Superior, Whitewater.

STATE DOCUMENTS.

Colorado—Complimentary life diploma only. Idaho—Life diploma. Indiana—Life and professional certificates. Iowa—Life diploma. Kansas—Life diploma. Minnesota—Life certificate. Nevada—Life diploma. Ohio—Life certificate, when obtained on forty-eight months' experience. Oregon—Life diploma, when obtained on sixty months' experience. Rhode Island—Life diploma, highest grade. South Dakota—Life diploma. Virginia—Life diploma. Washington—Life diploma.

Kindergarten-primary certificates may be granted to the holders of diplomas of graduation from any of the following named kindergarten training schools: Chicago Froebel Association, Chicago, Ill.; Chicago Kindergarten Institute, Chicago, Ill.; Chicago Free Kindergarten Association, Chicago, Ill.; Golden Gate Kindergarten Association, San Francisco, Cal.; Indiana Kindergarten and Primary Normal Training School, Indianapolis, Ind.; Kindergarten Department of Teachers' College, Columbia University, New York; Kindergarten Training Department of Nebraska State Normal School at Peru, Neb.; Louisville Free Kindergarten Association's Training School, Louisville, Ky.; Oakland Kindergarten Training School, Oakland, Cal.; Oberlin Kindergarten Training Association, Oberlin, O.; Utica Kindergarten Training School, Utica, N. Y.

Graduates of accredited Kindergarten Training Schools may be granted the kindergarten-primary certificate by county or city and county boards of education; *provided,* such graduates furnish said boards with (*a*) evidence of twenty-seven months' experience in well-equipped kindergartens; (*b*) a recommendation from the school from which they received their diploma of graduation dated not more than six months prior to the date of application for such certificate.

THOMAS J. KIRK,
Superintendent of Public Instruction.

School Census

Counties	1903	1904	Comparison of Census of 1903 with 1904	
			Gain	Loss
Alameda	35,063	34,939	.....	124
Alpine	77	78	1	...
Amador	2,550	2,389	.....	161
Butte	4,406	4,677	271	...
Calaveras	2,789	2,631	.....	158
Colusa	1,873	1,858	.....	15
Contra Costa	4,746	4,897	151	...
Del Norte	678	678	.....	...
El Dorado	1,921	1,886	.....	35
Fresno	11,119	11,836	717	...
Glenn	1,241	1,257	16	...
Humboldt	7,541	7,609	68	...
Inyo	907	909	2	...
Kern	4,047	4,289	242	...
Kings	2,667	2,803	136	...
Lake	1,517	1,534	17	...
Lassen	1,093	1,093	.....	...
Los Angeles	51,898	60,496	8,598	...
Madera	1,559	1,516	.....	43
Marin	3,494	3,873	379	...
Mariposa	1,038	914	.....	124
Mendocino	5,206	5,117	.....	89
Merced	2,491	2,646	155	...
Modoc	1,434	1,392	.....	42
Mono	413	411	.....	2
Monterey	5,419	5,284	.....	135
Napa	3,564	3,449	.....	115
Nevada	3,640	3,463	.....	177
Orange	6,353	6,800	447	...
Placer	3,267	3,200	.....	67
Plumas	984	908	.....	76
Riverside	5,430	5,548	118	...
Sacramento	9,504	9,926	422	...
San Benito	1,718	1,675	.....	43
San Bernardino	8,313	8,927	614	...
San Diego	8,035	8,318	283	...
San Francisco	91,386	97,353	5,967	...
San Joaquin	7,516	7,726	210	...
San Luis Obispo	5,074	4,723	.....	351
San Mateo	3,344	3,363	19	...
Santa Barbara	4,741	4,974	233	...
Santa Clara	15,697	15,535	.....	162
Santa Cruz	5,115	5,104	.....	11
Santa Cruz	5,615	5,604	.....	11
Santa Cruz	5,115	5,604	489	...
Shasta	4,190	4,156	.....	34
Sierra	818	822	4	...
Siskiyou	3,774	3,835	61	...
Solano	5,059	4,919	.....	140
Sonoma	10,155	10,153	.....	2
Stanislaus	2,533	2,819	286	...
Sutter	1,279	1,337	58	...
Tehama	2,865	2,818	.....	47
Trinity	759	735	.....	24
Tulare	5,722	5,899	177	...
Tuolumne	2,379	2,338	.....	46

Counties	1903	1904	Gain	Loss
Ventura	4,017	4,098	81	...
Yolo	3,183	3,123	.....	60
Yuba	2,040	1,842	.....	198
Totals	390,141	407,398	.....	...
Total gain				17,257

Comparison of School Census for 1903 and 1904

Following is a comparison of the School Census for the years 1903 and 1904 for the State of California:

	1903	1904	Gain	Loss
White Children				
Boys	192,990	201,239	8,249	.....
Girls	187,685	195,679	7,994	.....
Total	380,675	396,918	16,243	.....
Negro Children				
Boys	1,311	1,539	228	.....
Girls	1,279	1,466	187	.....
Total	2,590	3,005	415	.....
Indian Children				
Boys	1,785	1,659	.....	126
Girls	1,666	1,550	.....	116
Total	3,451	3,209	.....	242
Mongolian Children				
Boys	2,154	3,013	859	.....
Girls	1,271	1,253	.....	18
Total	3,425	4,266	841	.....
Total Census	390,141	407,398	17,257	.....
Total Attending				
Public School	289,751	298,520	8,769	.....
Private School	29,200	37,226	8,026	.....
No School	71,190	71,652	462	.....
No. Children Under 5 Years				
White	115,227	118,276	3,049	.....
Negro	632	775	143	.....
Indians	1,129	1,064	.....	65
Mongolians	904	756	.....	148
Total	117,892	120,875	2,983	.....
Nativity of Children				
Native Born	498,849	518,192	19,343	.....
Foreign Born	9,184	10,077	893	.....
Total	508,033	528,269	20,236	.....
No. Census Children Deaf	294	321	37	.....
No. Census Children Not Vaccinated	126,112	116,714	.....	9,398

JOB WOOD JR.

High School Text-Books

DEPARTMENT OF EDUCATION, CALIFORNIA.

SACRAMENTO, July 10, 1904.

To High School Boards, High School Principals, and all others whom it may concern:

In pursuance of the interpretation of that part of subdivision 12th of Section 1670 of the Political Code, relative to text-books to be used in the high schools of California, which reads as follows:

> "The text-books to be used in all high schools shall be uniform throughout the State, and shall be adopted by the high school boards, subject to the same restrictions provided for the adoption of the course of study, from a list of books prepared and recommended by the State Board of Education. The State series shall be used in grades and classes for which they may be adapted;"

The State Board of Education has prepared and adopted the list of books given below from which high school boards must select books for use in their respective high schools.

It has been further declared to be the policy of the Board to regard the list given below as open either to emendation or addition in any line at any time in the future, and that such changes shall be made at the last meeting of the board annually before the close of the school year.

Respectfully,

THOMAS J. KIRK,

Superintendent of Public Instruction, and *ex officio* Secretary State Board of Education.

* * *

Commercial and Industrial

(Books marked with a star (*) were added to the list at a meeting held June 11, 1904.)

COMMERCIAL—

*Olin's Commercial Geography
*Commercial and Industrial Bookkeeping—Sadler & Rowe
*Business Bookkeeping and Practice—Sadler & Rowe
*New Commercial Arithmetic — Sadler & Rowe
New Introductory Bookkeeping —Williams & Rogers
New High School Bookkeeping—Bryant & Stratton
Ellis's System of Bookkeeping (Intermediate or Advanced Course)
Budget System of Bookkeeping
New High School Phonography—Barnes
Practical Shorthand — Gallagher-Marsh
The Gregg System of Phonography
Commercial—Vessault
Business Law—White

New Commercial Law—Fitch
Outlines of Commercial Law —Parkinson
Commercial Law—Richardson
Commercial Geography—Tilden
Introduction to the Study of Commerce—Clow
Commercial and Industrial Geography—Macfarlane
Complete Remington Typewriter Instructor—Barnes
Fuller's Touch Writer—Phonographic Inst
Commercial Geography — Adams
Essentials of Business Law—Burdick
Pitman System of Phonography—Heffley
Accounting and Business Practice—Moore & Minor
Instructor in Shorthand—Platt
Practical Bookkeeping — Snyder & Thurston
Banking and Bank Accounting —Williams & Rogers
Modern Illustrative Bookkeeping, Introductory — Williams & Rogers
Modern Illustrative Bookkeeping, Complete—Williams & Rogers
Office Routine and Bookkeeping, Introductory — Williams & Rogers
Office Routine and Bookkeeping, Complete — Williams & Rogers
Commercial Arithmetic—Williams & Rogers
Correspondence—Williams & Rogers
*Money, Banking and Finance —Bolles
*American Standard Bookkeeping—Curtis
*Modern Business Penmanship —Mills
*Introduction to Practical Shorthand—Bates Torrey
*Business Law—A. R. Weed
*The Geography of Commerce—Trotter
*The Common Sense of Commercial Arithmetic—Hall
*Commercial Arithmetic—Thomson
*Modern Bookkeeping — Montgomery
*Commercial Law—Clark
*Commercial Geograpny—Radway
*First Lessons in Finance—Cleveland
*Phonography—Pernin
*Practice Book for Stenographic Students—Gallagher

History

ECONOMICS—
Economics and Industrial History—Thurston
Elements of Political Economy—Laughlin
Introduction to the Study of Economics—Bullock
Elementary Political Economy —F. A. Walker
*Elementary Economics — Davenport
*Working Principles of Political Economy—Macfarlane
*Outlines of Elementary Economics—Davenport
*Primer of Political Economy —Wood

HISTORY—
History of Rome—Liddell
Smaller History of Rome—Smith (revised by Greenidge)
Outlines of Roman History—Morey
Rome: Its Rise and Fall—Myers
History of the Roman People —Allen
History of Rome—Shuckburg
History of Rome—Botsford
History of Greece—Botsford
History of Greece—Myers
Smaller History of Greece—Smith (revised by Brownson)
Eastern Nations and Greece—Myers
Ancient History—Myers
Outlines of General History—Colby
European History—Adams
Mediæval and Modern History

—Adams
Introduction to Middle Ages—Emerton
Mediæval and Modern History—Meyers
History of England—Coman & Kendall
A Short History of England—Coman & Kendall
History of England—Larned
English History—Montgomery
English History—Guest & Underwood
Manual of English History—Lancaster
History of England for Beginners—Buckley
French History—Montgomery
United States History—State Series
United States History—Epoch Series
History of the United States—Fiske
Students' History of the United States—Channing
History of the American Nation—McLaughlin
Students' American History—Montgomery
American Commonwealth—Bryce
Civil Government—State Series
American Government—Hinsdale
Outlines of Civics—Clark
Our Government—Macy
The American Citizen—Dole
Civil Government—Fiske
English History—Higginson & Channing
High School History of United States—A. Johnson
A History of the American Nation—A. C. McLaughlin
A History of the Middle Ages—Dana C. Monro
Middle Ages—Myers
History of England—Oman
History of Greece—Oman
Western Europe—Robinson
The Roman People—Ch. Seignobos
Training for Citizenship—Smith
A History of Modern Europe—Merrick Whitcomb
*England's Story—E. M. Tappan
*History of United States—J. R. Larned
*Essentials of Ancient History—Wolfsons
*Essentials in Mediæval and Modern History—Harding
*Outlines Greek History—Moreys
*Source Book of Roman History—Dana C. Munro
*Ancient History for Beginners—Botsford
*American Government—Ashley
*The American Federal State—Ashley
*History of Rome for Beginners—Shuckburg
*History of British Nation—Wrong
*Ancient History—West
*English History—Longmans
*Gen. History of Europe—Thatcher
*Civics—Ashley
*Government Class Book—Young
*American Leaders and Heroes—Gordy
*History of the United States—Gordy
*General History of Europe—Thatcher & Schwills
*Government in State and Nation—James & Sanfords
*Our Government, Local, State and National—James & Sanford

Languages

ENGLISH—
Grammar—Whitney & Lockwood
Principles of English Grammar—Carpenter
Grammar—Baskervill & Sewell
Principles of Grammar—Davenport & Emerson
English Grammar—State Series
English Grammar—Gowdy
An English Grammar—J. M. Milne
The Mother Tongue—Kittredge & Arnold

An English Grammar—Meiklejohn
The English Language and Its Grammar—Mead
A Modern English Grammar—H. G. Buehler
Essentials of English Grammar—Whitney
The Essentials of the English Sentence—MacEwan
Elementary English Composition—Scott & Denny
The Expository Paragraph and Sentence—Baldwin
First Book in Writing English—Lewis
Studies in English Composition—Keeler & Davis
Inductive Lessons in Rhetoric —Lewis
A First Manual of Composition—Lewis
A Second Manual of Composition—Lewis
Rhetoric—Webster
Composition-Rhetoric—Scott & Denny
Rhetoric—Kellogg
Rhetoric and Composition—Mead
Elements of Rhetoric (First High School Course)—Carpenter
Elements of Rhetoric (Second High School Course)—Carpenter
Writing in English—Maxwell
Elements of Rhetoric—Genung
Outlines of Rhetoric—Genung
Higher Lessons in English—Reed & Kellogg
Rhetoric—Waddy
Freshman English and Theme Correcting in Harvard College—Copeland & Rideout
English Composition—Chittenden
English Composition—Newcomer
Introduction to Rhetoric —Cairns
A Modern Composition and Rhetoric—Smith & Thomas
Composition and Rhetoric for Schools—Herrick & Damon
The Foundations of Rhetoric —Hill
Writing English—Maxwell & Smith
New Practical Rhetoric —Quackenbos
Composition and Rhetoric—Williams
The Principles of Composition —Pearson
Composition and Rhetoric—Lockwood & Emerson
Classic Myths—Gayley Gayley
From Chaucer to Tennyson—Beers
From Milton to Tennyson—Syle
Four English Poems—Syle
Standard English Poems—Pancoast
The Famous Allegories—Baldwin
The Book of Elegies—Baldwin
Choice English Lyrics—Baldwin
Six Centuries of English Poetry—Baldwin
Orations and Arguments —Bradley
History of English Literature —Brooks
History of English Literature —Halleck (revised by Johnson)
Outlines of English and American Literature—Johnson
Structure of the English Sentence—Kimball
Essentials of Composition—Tarbell
American Literature—Watkins
*Modern Rhetorics—Merkley
*Elements of English Composition—Huntington
*An Introduction to the Study of Rhetoric — Robins & Perkins
*Modern English Prose—Carpenter & Brewster
*English Poems—Parrott & Long
*Modern Age—Myers
*From Chaucer to Kipling—Higgins
*History of English Literature —W. E. Simonds
*Literary Masterpieces
*A Study of Prose Fiction—Bliss Perry
*History of American Literature—Higginson & Boynton

*Elementary Composition—W. T. Webster
*Beginnings of Composition and Rhetoric—A. S. Hill
*Introduction to English Literature—Pancost
*Introduction to American Literature—Pancost
*American Literature—Abernethy's

GERMAN—
Lehrbuch der Deutschen Sprache—Spanhoofd
German Grammar—Edgren & Fossler
German Grammar for Colleges and High Schools—Hewett
Shorter Eysenbach—Collar
Brief German Grammar—Whitney
German Grammar—Sheldon
Elements of German—Bierwirth
German Grammar—Joynes-Meissner
German Grammar—Thomas
A German Method for Beginners—Lange
Deutsches Sprache und Lesebuch (Books I and II)—Bernhardt
German Lessons—Harris
German Composition—Harris
German Composition—Bernhardt
German Composition—von Jagemann
German Composition—Poll
German Exercises (Books I and II)—Stein
Materials for German Conversation—Vos
German Reader—Hewless
German Reader—Brandt
German Reader—Huss
Elementary German Reader—Super
German Reader—Thomas & Hervey
German Reader with Exercises—Joynes
Easy German Selections for Sight Translation—Deering
German Copy Book No. 5—A. E. Wilds Co.
German Reader—Jones
First Year in German—Keller
Second Year in German—Keller
Gluck Auf—Muller & Wenckbach
First German Book—Worman
Second German Book—Worman
Commercial German—Kutner
*German Composition—Dresden
*Progressive German Course—Fasnacht
*German Daily Life
*German Grammar—Leonard
*Beginning German — Bierwirth's
*Aud dem Deutschen Dichterwald—J. H. Dillard
*Staltze's Bunte Geschichten

GREEK—
First Greek Book—Gleason & Atherton
First Greek Book—Forman
First Greek Book—White
Greek Primer—Frost
Anabasis—Goodwin & White
Anabasis—Harper & Wallace
The Story of Cyrus—Gleason
School Iliad (Books I-V)—Seymour
School Odyssey (eight books)—Perrin & Seymour
Greek Composition—Pearson
Greek Composition—Collar & Daniell
Greek Grammar—Hadley & Allen
Greek Grammar—Goodwin
Beginner's Greek Book—Frisbie
Anabasis—Kelsey & Zenos
Iliad—Keep
Greek Composition—Jones
Grammar of Attic Greek—Babbitt
The Elements of Greek—Ball
Writer of Attic Prose—Flagg
*Brief Greek Syntax—Beviers
*Masterpieces of Greek Literature—John Henry Wright
*Greek Lessons for Beginners—Morrison & Godell
*A School Grammar of Attic Greek—Godell
*Selections from Homer's Iliad—Benner

FRENCH—
Grammar—Fraser & Squair

Elementary French Grammar —Fraser & Squair
Elementary French Grammar —Keetel
French Grammar—Worman
Essentials of French Grammar —Grandgent
Complete French Course— —Chardenal
French Composition—Francois
Grammar—Edgren
Introduction to French Language—Van Daell
Foundations of French—Aldrich & Foster
Introductions to French Authors—Van Daell
The Elements of French—Bèziat de Bordes
Elements of Spoken French—Kuhn
First French Book—Worman
A Brief French Course—Muzzarelli
French Syntax and Composition—Bouvet
A Three-Year Preparatory Course in French—Kroch
Academic French Course, First Year—Muzzarelli
Academic French Course, Second Year—Muzzarelli
*Beginner's French—Francois
*Easy First French Reader—Syms
*Second French Book—Wormans
*Abridged French Grammar—Fraser & Squair
*French Grammar—Beviers
*French Reading—Kuhn
*Progressive French Course—Tasnacht
*French Daily Life
*A First Book in French—Downer
*French Reader—Aldrich & Foster

LATIN—

*Latin Grammar—Gildersleeve Lodge
*Berss' First Latin Book
*Berss' Writing Latin, Book One
" " " Book Two
*Gildersleeve's Latin Composition
*Anderson's Selections from Ovid
*Cæsar's Gælic War, University Publishing Company
*Cicero's Orations, University Publishing Company
Latin Lessons—Coy
Easy Steps in Latin—Hamer
First Latin Book—Collar & Daniell
First Latin Book—Tuell & Fowler
First Latin Reader—Scudder
Gradatim—Smart
New Gradatim—Collar
First Lessons in Latin—Jones (Drake's revision)
Beginner's Latin Book—Smiley & Storke
A Beginner's Book in Latin—Tuell & Fowler
The Foundations of Latin—Bennett
Elements of Latin—Harper & Burgess
Via Latin—Collar
Junior Latin Book—Rolfe & Dennison
Selections from the Correspondence of Cicero—Kirtland
Second Year Latin—Allen & Greenough
Viri Romae—D'Ooge
Viri Romae—Rolfe
Viri Romae—Churchill & Sanford
Viri Romae—Arrowsmith & Knapp
Viri Romae—Whicher
Nepos—Roberts
Nepos—Lindsay
Nepos—Barss
Lives of Nepos—Rolfe
Eutropius—Hazzard
Eutropi Historia Romana — Clark
Second Year Latin — Greenough, D'Ooge & Daniell
First Latin Readings—Arrowsmith & Whicher
Easy Lessons for Sight Reading—D'Ooge
Latin at Sight—Post
Latin Lessons—Bennett
Cæsar—Allen & Greenough
Cæsar — Harkness (edition 1901)
Cæsar's Gallic Wars—Kelsey
Cæsar's Gallic Wars (text edition)—Lowe & Ewing

Cæsar's Gallic Wars—Harper & Tollman
Bellum Helveticum—Lowe & Butler (Walker's revision)
Cæsar (Books I-III)—Long
Cicero's Orations—Allen & Greenough
Cicero—Kelsey
Cicero—Harper & Gallup
Cicero's Orations—Harkness
Select Orations of Cicero—D'Ooge
Cicero's Orations and Letters—Johnston
Virgil—Harper & Miller
Virgil's Æneid—Knapp
Virgil—Greenough & Kittredge
Virgil—Comstock
Virgil—Allen & Greenough
Story of Turnus—Slaughter
Cato to Virgil—Gleason
Exercises in Latin Composition—Moulton & Collar
Latin Composition—Dodge & Tuttle
Prose Composition—Moulton (ed. by Collar)
Prose Composition—Bennett
Prose Composition—Jones
Latin Composition—Collar
New Latin Composition—Daniell
Latin Prose Writing—Mather & Wheeler
In Latinum (Cæsar)—Riggs
In Latinum (Cicero)—Riggs
Ovid—Gleason
Selections from Ovid—Kelsey
Latin Grammar—Gildersleeve
Latin Grammar—Allen & Greenough
Latin Grammar—Bennett
Latin Grammar (new)—Harkness
School Latin Grammar—Lane & Morgan
Cicero—Allen & Greenough
Latin Prose Composition (Mulholland revision)—Arnold
Introduction to Cæsar—Brittain
First Year Latin—Collar & Daniell
Composition—D'Ooge
Selections from Latin Authors—Franklin & Green
Virgil, Complete (Dennison's revision)—Frieze
Cæsar's Gallic Wars—Harkness & Forbes
Stories from Aulus Gellius—Knapp
Latin Prose Composition—Mellick
Ovid—Miller
Cæsar—St. Clair
Latin Grammar—West
*Eutropi Historia Romana—Clark
Ovid Selections—Bain
Cicero, Ten Selections and Letters to His Wife—Minckwitz
*Latin Prose Composition—Pearson
*Cicero's Orations—Turnstall
*Masterpieces of Latin Literature—Gordon Jennings Laing
*Latin Grammar—Hale & Buck
*New Latin Grammar—Allen & Greenough
*Cæsar's Commentaries—Westcott
*Cornelius Nepos—Chase
*Cicero's Orations—Forbes
*Virgil's Æneid—Carter
*First Latin Book—Moore

SPANISH—

*Spanish in Spanish, by Luis Duque
First and Second Spanish Books—Worman
Practical Spanish Method—Yharra
Combined Spanish Method—De Tornes
Elementary Spanish Text-Book—Ramsey
Elementary Spanish Reader—Ramsey
Spanish Reader—Matzke
Spanish Composition—Ford
Exercises in Spanish Composition—Ramsey & Lewis
Spanish Grammar—Monsanto & Languellier
An Elementary Spanish Reader—Loiseaux
A Practical Course with the Spanish Language—Monsanto & Languellier
Spanish Grammar—Garner
Spanish Grammar—Del Mar

Spanish Grammar—Edgren
Lectura y Conversacion—Silva & Fourcaut
Spanish Grammar—Garner
First Spanish Book—Giese
*Manning's Spanish Grammar
*Spanish in 20 Lessons—Cartina
*Spanish and English Conversations—Pinney
*Spanish Grammar—De Torno
*Spanish Conversations—Pinney
*Introducion a la Langua Castellana — Marion & Garenne

Mathematics

ALGEBRA—

First Steps in Algebra—Wentworth
New Higher Algebra—Wells
Elementary Algebra—Smith-Stringham
Essentials of Algebra—Wells
Elements of Algebra—Beman & Smith
New School Algebra—Wentworth
Rudiments of Algebra—Fisher & Schwatt
Academic Algebra—Milne
Elements of Algebra (New Am. Ed.)—Hall & Knight
Elements of Algebra—Taylor
Academic Algebra—Bowser
Academic Algebra—Beman & Smith
Advanced Algebra—Milne
*Higher Algebra—Wentworth
*School Algebra—Fisher & Schwatt
*Secondary Algebra—Fisher & Schwatt
*Complete Secondary Algebra—Fisher & Schwatt
*Elements of Algebra—Fisher & Schwatt
*Higher Algebra—Fisher & Schwatt
*Advanced Course in Algebra—Webster Wells
*Taylor's Trigonometry
*Text-Book in Algebra—J. H. Tanner

ARITHMETIC—

Higher Arithmetic—Walsh
Commercial Arithmetic — Thompson
Arithmetical Problems—Nichols
Advanced Arithmetic—Wentworth
Higher Arithmetic—Beman & Smith
The New Complete Arithmetic Sensenig & Anderson
Commercial Arithmetic—Packard
Practical Tests in Commercial and Higher Arithmetic—Thurston
Academic Arithmetic—Wells
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Commercial Arithmetic—Ellis
New Higher Arithmetic (revised)—Ray
New Higher Arithmetic (revised)—Robinson
Natural Arithmetic, Book III —Winslow
*Arithmetic for High Schools—Kelso

GEOMETRY—

Plane and Solid Geometry—Wentworth
Plane and Solid Geometry—Milne
New Plane and Solid Geometry —Beman & Smith
Geometry—Edwards
Plane and Solid Geometry—Phillips & Fisher
Plane Geometry—Crockett
Solid Geometry — Beman & Smith
Elementary Geometry—Hill
Plane Geometry—Pettee
Geometry—Schultz & Sevenoak
Concrete Geometry — Hornbrook
Euclid—Hall & Stevens
Essentials of Plane and Solid Geometry—Wells
Plane and Solid Geometry—Bowser
Plane Geometry—Hopkins
Geometry for High School Use —Holgate
Geometry—Gore
Elements of Plane Geometry—Sander

*Elementary Geometry—J. McMahon

TRIGONOMETRY—
- Trignonometry for Beginners—Lock-Miller
- New Plane Trigonometry — Wentworth
- Trigonometry—Bowser
- Trigonometry—Crockett
- Plane Trigonometry—Lyman & Goddard
- Trigonometry, with Tables—Phillips & Strong
- Complete Trignonometry — Wells
- Treatise on Trigonometry—Oliver
- New Plane and Spherical Trigonometry—Wells
- Elements of Trigonometry—Crawley
- A Short Course in Plane and Spherical Trigonometry—Crawley
- Elements of Plane and Spherical Trigonometry—Crawley
- Table of Logarithms—Crawley
- Trigonometry—Durfee
- Plane Trigonometry—Murray
- Spherical Trigonometry—Murray
- Table—Murray
- *Plane and Spherical Trigonometry—Ashton & Marsh
- *Plane Trigonometry, with Tables—Crockett

Science

ASTRONOMY—
- A Text-Book of Astronomy—Comstock
- Practical Exercises in Astronomy—Swezey

BOTANY—
- Introduction to Botany—Spalding
- Elements of Botany (Pacific Coast edition)—Bergen
- Foundations of Botany—Bergen
- Manual of Laboratory Practice—Setchell
- Western Botany—Gray & Coulter
- Studies of Plant Life—Peepoon, Mitchell & Maxwell Mitchell & Maxwell
- California Flora and West Coast Botany—Rattan
- Text-Book of Botany—Bailey
- Outlines of Botany—Leavitt
- First Studies in Plant Life—Atkinson
- Elementary Botany—G. P. Atkinson
- Lessons in Botany—G. P. Atkinson
- Plant Studies—Coulter
- *Botany All the Year Round—E. F. Andrew
- *Lessons with Plants—Bailey
- *Plant Relations—Coulter
- *Plant Structures—Coulter
- *Laboratory Manual of Botany—Caldwell
- *Introduction to Botany—Stevens

CHEMISTRY—
- Elementary Chemistry—Arey
- Elements of Chemistry—Williams
- Elementary Course in Chemistry—Remsen
- Laboratory Manual of Inorganic Chemistry—Williams
- Manual of Chemistry—Storer & Lindsay
- Laboratory Studies in Elementary Chemistry—Cooley
- Qualitative Analysis for Secondary Schools—Irish
- Elements of Experimental Chemistry—Ekeley
- Elements of Chemistry—Meads
- Laboratory Manual in Chemistry—Remsen
- Experimental Chemistry — Newell
- A Laboratory Manual of Chemistry — Chicago High School Teachers
- Laboratory Manual and Principles of Chemistry—Richardson
- Inorganic Chemistry for Beginners—Roscoe & Lunt
- Lessons in Elementry Chemistry—Roscoe
- Elements of Chemistry—Shepard

Elementary Chemistry—R. H. Bradbury
Elementary Chemistry—Clark & Dennis
Laboratory Manual of Chemistry—Dennis & Clark
Laboratory Work in Chemistry—Keiser
Elementary Chemistry—Newth
Chemical Experiments—Remsen & Randall
Laboratory Exercises in General Chemistry—Shaw
Elementary Chemistry—Young
*Elementary Chemistry—Hessler & Smith
*Modern Chemistry — Fredus N. Peters
*Laboratory Experiments—Fredus N. Peters
*School Chemistry—Waddell
*Chemistry—Hessler & Smith
*Essentials of Chemistry—Hessler & Smith
*Three Books in Chemistry Proposed
*Modern Chemistry—Peters
*Chemistry, Briefer Course—Remsen
*Descriptive Chemistry, Pts. 1 and 2—A. C. Newell
*School of Chemistry—Waddell
*Elements of Inorganic Chemistry—Jones
*Laboratory Experiments—Peters

GEOLOGY—
Compend of Geology—Le Conte
The Geological Story—Dana
The Earth and Its Story—Heilprin
First Book in Geology—Shaler
Elementary Geology—Tarr
Geology—Brigham
*Elements of Geology—Le Conte
*An Introduction to Geology—Scott

PHYSIOLOGY—
Physiology—Foster & Shore
Physiology—Colton
Physiology—Walker
Human Body—Martin
High School Physiology—Hewes
Applied Physiology (Advanced Grade)—Overton
Physiology for High Schools—Macy-Morris
A Practical Physiology—Blaisdell
Physiology for the Laboratory—Brown
*Laboratory Physiology—Peabody
*Practical Lessons in Human Physiology—Jegi
*Elementary Physiology—Huxley & Lee
*Elements of Physiology for Schools—Coleman
*Studies in Physiology, Anatomy and Hygiene—Peabody
*Physiology and Hygiene—Hutchinsons

PHYSICAL GEOGRAPHY—
First Book of Physical Geograph—Tarr
Physical Geography—Tarr
Physical Geography—Davis
Physical Geography—Hinman
Physical Geography—Dryer
Elementary Physical Geography—Davis
Physical Geography—Gilbert & Brigham
*New Physical Geography for Schools—Tarr
*Elementary Physical Geography—Redway

PHYSICS—
Elements of Physics (revised)—Gage
Principles of Physics—Gage
Principles of Physics—Gilley
Experimental Physics—Stone
Elements of Physics—Henderson & Woodhull
Outlines of Physics—Nichols
Physics—Avery
Physical Laboratory Manual—Chute
Elements of Physics—Carhart & Chute
Physics—Hall & Bergen
A Text-Book of Physics—Wentworth & Hill
A Manual of Experimental Physics—Nichols, Smith & Turton
An Elementary Physics—Thwing
Elements of Physics—Rowland & Ames
Brief Course in Physics—Hoadley

Students' Manual of Physics—Cooley
Physical Experiments—Gage
Elements of Physics—Meads
Elements of Physics—Crew
Elementary Physics—Stewart
First Principles of Natural Philosophy—Dolbear
Physics by Experiment—Shaw
A Thousand Problems in Physics—Snyder & Palmer
Physical Experiments—Woodhull & Van Arsdale
Laboratory Manual—Ayers
Laboratory Manual—Cheston, Dean & Zimmerman
Elements of Physics—F. Sanford
Physics—Slate
*Physical Laboratory Manual—S. E. Coleman
*Elements of Physics—Sanford
*Physical Laboratory Manual—Coleman
*Elementary Physics—Miller & Foerates
*Elements of Physics—Andrews & Howland
*Laboratory Exercises in Physics—Twiss
*A Laboratory Manual of Physics—Crew & Tatnall
*Lessons in Physics—Higgins

ZOOLOGY—

Practical Zoology—Colton
Lessons in Zoology—Needham
Zoology—Holder
Comparative Zoology—Kingsley
Animal Life—Jordan & Kellogg
Elementary Practical Biology (Animals and Plants)—Dodge
School Zoology—Burnett
Comparative Zoology—Orton
Studies of Animal Life—Walter, Whitney & Lucas
A Laboratory Manual in Elementary Biology—Bover
Lessons in Elementary Biology—Parker
Text-Book of Zoology for High Schools—Parker & Haswell
Animal Activities—French
Animal Forms—Jordan & Heath
Studies in Zoology—Merrill
Introduction to the Study of Zoology—Harvey
Elements of Zoology—Kellogg
Laboratory Manual—Ira Remsen
*General Zoology—E. F. Andrews
*First Lessons in Zoology—Kellogg
*Descriptive and Practical Zoology—B. P. Colton
*Introduction to Zoology—Davenport
*Animal Studies—Jordan, Kellogg & Heath
*Animal Structures—Jordan & Price

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Supplementary Books

IN

History and Geography

Adopted by the State Board of Education

June 11, 1904

To the Hon. State Board of Education, Sacramento, Cal.—

GENTLEMEN: In pursuance of an Act of the Legislature, approved March 18, 1903, we, the Text-Book Committee, beg to inform you that, since our last report, dated March 4, 1904, we have

adopted, subject to your approval, the California Third Reader (old series) to supplement the present Revised Fourth Reader, and the following list of books with which to supplement the regular texts on the subjects of Geography and United States History:

Thomas's Elementary History of the United States, as the basis of a State text in elementary history, supplementary books, as follows:

McMaster's Primary History of the United States.
Channing's First Lessons in U. S. History.
Barnes's Elementary History of the United States.
Eggleston's First Book in American History.
Montgomery's Beginner's American History.
Mowry's First Steps in the History of Our Country.
Our Country's Story—Tappan.
Blaisdell & Hall's Hero Stories from American History.
Pacific History Stories—Harr Wagner.
Stories of California—Ella M. Sexton.
Tales of Discovery on the Pacific Coast—Margaret Graham Hood.
The Spanish in the Southwest—Rose V. Winterburn.

Tarr & McMurry's Introductory or Home Geography, as the basis of a State text in elementary geography, supplementary books, as follows:

The Natural Elementary Geography.
Frye's Elements of Geography.
Morton's Elementary Geography.
Roddy's Elementary Geography.
King's Elementary Geography.
Uncle Robert's Geography.
Stories of Our Mother Earth—Fairbanks.
How We Are Fed—Jas. F. Chamberlain.
Davis & Deane's Elementary Inductive Geography.

The matter contained in Redway & Hinman's Natural Advanced Geography as the basis of a State text in advanced geograbhy, supplementary books, as follows:

Tarr & McMurry's Geographies, Second and Third Books of the Three-Book Series, and the supplementary volumes, California—H. W. Fairbanks
Frye's Grammar School Geography.
Morton's Advanced Geography.
Roddy's Complete Geography.
New Pacific Geography—Harr Wagner.
Olin's Commercial Geography.
Cyrus C. Adams's Elementary Commercial Geography.

Hornbrook's Grammar School Arithmetic, as the basis of a State text in advanced arithmetic.

To supplement the New Grammar School History of the United States:

Fiske's History of the United States.
Thomas's History of the United States.
Montgomery's Leading Facts in American History.
Eggleston's History of the United States and Its People.
Mowry's History of the United States and Its People.

Supplementary Books in History

ABBOTT, J. S. C.—
Columbus
David Crockett
King Philip
Miles Standish
Kit Carson
Paul Jones
ALCOTT, L. M.—
Hospital Sketches
ANDERSON—
Norsemen in America
ANDREWS, JANE—
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ATHERTON, E.—
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Discovery of the Old Northwest
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Naval Actions of War of 1812
Commodore Bainbridge
Yankee Ships and Yankee Sailors
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BASS, FLORENCE—
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BELL—
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Story of American History
BOLTON, S. K.—
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Famous Leaders Among Men
Famous Voyagers and Explorers
Poor Boys who Became Famous
Girls who Became Famous
BRADY, C. T.—
Reuben James
BRIGHAM, A. P.—
Geographical Influences in American History
BRIGHT, CHARLES—
Story of the Atlantic Cable
BROWN—
Story of Our English Grandfathers
BROOKS, DOROTHY—
Story of the Red Children
BROOKS, E. S.—
Century Book of the American Revolution.
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Master of the Strong Hearts
Son of the Revolution
Story of the United States
Story of Our War with Spain
Story of American Sailor
Story of American Indians
Story of American Soldier
True Story of Gen. Washington
True Story of Benjamin Franklin
True Story of Christopher Columbus
True Story of U. S. Grant
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CALDWELL—
American History Studies, 3 vols. each
CARRINGTON, H. B.—
Beacon Lights of Patriotism

Note—*Books for Elementary Grades.

CARTER, C. F.—
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Heroes of the Middle West
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American History
CHANNING, EDWARD—
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Winning His Way
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CONANT, C. A.—
Alexander Hamilton
COOKE, J. E.—
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Stories of the Old Dominion
CRAVENS, F. and L.—
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Two Years Before the Mast
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DAVIS, R. H.—
Cuban and Porto Rican Campaigns
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* * *

Western School News

MEETINGS

Southern California Teachers's Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The National Summer School of Music, 2014 Van Ness Avenue, San Francisco, July 4-July 16.

The California Teachers' Association, San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

NOTES

It is estimated that the attendance of the N. E. A. was over 30,000.

There is another effort to establish a new high school at Fruitvale, Cal.

The supreme court of the state has held that the vaccination law is constitutional.

George S. Wells has been elected superintendent of San Jose vice A. E. Shumate resigned.

W. H. Maxwell, superintendent of Greater New York, has been elected president of the N. E. A.

C. M. Stetson, formerly of San Diego county, has been elected to a principalship in Santa Cruz.

Principal W. W. Mackay has been re-elected principal of the Chico High School at an increase of salary.

Dr. C. C. Van Liew and Dr. Elmer Ellsworth Brown were two of the prominent speakers at the N. E. A. in St. Louis.

Prof. Magee of the University of California says there is a great demand for physical culture teachers, and no supply.

Kate Brousseau of the Los Angeles State Normal has been given the "Doctorat" degree by the University of Paris.

Police Judge Samuels of Oakland found L. M. Fickes guilty of violating the compulsory educational law in not sending his son to school.

The Los Angeles Board of Education adopted the Augsburg Drawing Books, the Modern System of Music, and the National Slant System of Writing.

F. P. Graves, formerly president of the University of Washington, has been elected assistant professor of education in the University of Missouri.

The board of education of Oakland increased the salary of high school teachers. J. H. Bond, the principal of the high school, was raised from $2760 to $3012.

Miss Inez Hyatt, a daughter of Edward Hyatt, superintendent of Riverside, has been elected to a position as teacher of Spanish and Mathematics in the Pomona High School.

The Santa Barbara "News" reports that Prof. F. F. Bunker refused the city superintendency of Santa Barbara on account of the manner in which the board of education treated A. H. Adrian, the present incumbent.

Prof. E. P. Cubberley of Stanford University has gone abroad for a year. The State Board of Education gave him a document with the Great Seal of the State, making him a special commissioner to visit European schools and universities.

The National Summer School of Music opened with a large attendance on Tuesday, July 6th, at 2014 Van Ness Avenue. A recital and reception to the faculty was given on Tuesday evening. The school promises to be the most successful ever held on this coast.

A. E. Shumate, formerly principal of the San Jose high school, superintendent of schools of San Jose, and ex-president of the California Teachers's Association, has become a representative of Ginn & Co., for the western states. Selden C. Smith, the general agent, has had a number of western states added to his territory recently.

The test examination of teachers for positions in the San Francisco School Department was held June 15th. There were over two hundred applicants. There were not over half a dozen men in the list. The board

graded the teachers in accordance with the percentage. Twenty-five were pnt on the substitute list and twenty-five will be appointed in December.

The following high school principals have been elected: J. C. Ray, Corona; H. F. Pinnell, San Pedro; J. F. Walker of Republic, Mich., to Escondido; A. B. Martin, Marysville; Guy Stokes, San Rafael; H. T. Sheldon, Suisun; Irvin Passmore, Monterey: E. E. Taylor, Paso Robles; E. E. Brownell, Gilroy; F. J. Buchanan, Auburn; Roy Dickerson, San Luis Obispo.

* * *

THE STATE SUPERINTENDENCY

The next **State Superintendent**, the next **County Superintendents**, and the next **Governor and Legislative Officers** of California should all be pledged before election to the following platform:

1. **Free text-books** and school supplies.
2. The **overthrow** of the **"State Series"** system.
3. **Five-member School Boards.**
4. **The abolishment of County Boards,** and the substitution therefor of **Deputy County Superintendents** with duties wholly clerical.
5. **The County Superintendent a professional officer,** having duties and powers commensurate with the name.
6. The **election of County Superintendents** by the **School trustees** of the Counties, and of the **State Superintendent** by the **County Superintendents** of the State, by **viva voce vote in Conventions** assembled for the purpose.
7. **Eligibility** to the **higher teaching positions,** to the **County Superintendencies,** and to the **State Superintendency** to be one and the same.
8. **A Constitutional Amendment to be submitted** to remove any obstacles to the accomplishment of the above.

My platform summarized means simply **FREE AND BETTER TEXT-BOOKS (1, 2),** and **THE ABSOLUTE DIVORCEMENT OF POLITICS AND THE SCHOOLS** (4, 5, 6, 7). Respectfully submitted by

IRVIN PASSMORE, Principal of Schools, Paso Robles, Cal.

* * *

Tehama County Items.

Marion J. Cheatham, a former county teacher, now a rising attorney of Red Bluff, was recently married to a Miss Stanton of Willows.

Miss Lynch has recently renovated her office and ridded it of some ancient furniture—a much needed change. The office should have some modern files for papers, etc.; also a room in which the Board of Education could work without interruption. Miss Lynch is making hard efforts to better her schools, and deserves the support of all school-workers.

J. D Sweeney has been re-elected to the principalship of the Red Bluff city schools. The entire corps was re-elected except Miss Cynthia Campbell, who resigned. A twelfth teacher has been added. The two new ones are Misses Ora Combs and Mamie Lang. A class of eighteen graduated this year. Of the twenty-one who graduated in 1903, twenty attended High and Normal schools this past year. Mr. Sweeney has made some changes in the classification of the school, and now each teacher has but one grade instead

of two as formerly, and a class has the same teacher two years. The enrollment this year was thirty more than last.

J. A. DeCou is again to be principal of the Red Bluff Union High School. All of his assistants are re-elected. A class of eight young ladies graduated in May, and six of these intend to attend higher institutions. The attendance was much larger than it has been for years. In the field day of the High schools of this part of the State Red Bluff won first place. A commercial department was added to the school this spring. As the Grammar School is gradually requiring their rooms, the question of a new home for the High School is being agitated. Red Bluff should have a modern building for the school.

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EDITORIAL

Lord Acton says somewhere in the recently published "Letters" that Aristotle's Politics is the greatest book of antiquity.

The Preservation of the State

Without a doubt the most remarkable chapter in that book is the one which discusses the question how governments may be preserved. Aristotle's analysis of that subject is forever timely. It runs: Well-tempered governments must ever be watchful that nothing be done contrary to law; in the next place, no credit ought to be given to those arguments which are composed to deceive the people. It is necessary that this regulation be made by the law, that no one shall have too much power by means either of his fortune or his friends. But above all, in every state, it is necessary both by law and in every other way to order matters in such a way as to shut out venality from state offices. In the same connection he writes: But of all things hitherto mentioned, that which contributes most to preserve the state is, what is now most despised, to educate children with reference to the state; for the most useful laws and most approved by every statesman, will be of no service if the citizens are not accustomed to and brought up in the principles of the constitution.

The common school system of our country was instituted to serve just these ends, and it can very easily be made to serve them. But one would have to be blindly optimistic to believe that it serves them satisfactorily now. The laws are not enforced in Aristotle's sense. Venality is, alas, far too common. Deception flourishes and we run the risk of forgetting that the citizens must remain equal before the law. There is no other way to change these conditions than that which he prescribes. The children must be educated with reference to the state. They must be taught by precept and example, here a little and there a little, until it will be against nature for any child to forget that honesty is very different from dishonesty, that the desire for gain never warrants one in taking advantage of another, and that active citizenship is very different from merely wishing one's country well. It is not impossible for a teacher in the meanest school in the land to make of the boys and girls who come to him men and women who will fairly glow with nobility of character, and since it is not impossible it must be done.

Science in High School

The sages of the last generation announced to their fellows that the millenium would come in the educational world as soon as the teaching of science was generally introduced in schools. Science has been generally introduced, but the millenium has not come. Not even the least of the advantages which they claimed for it has been realized. The bulk of the students who "take science" in high schools exhibit no very remarkable knowledge of the physical world, and even the best of them usually fail to acquire any grasp of scientific method. Their study of chemistry and physics seems as abstract and meaningless as the study of Latin and Greek. Indeed, as things go now, high school students seem to profit more from the study of the classics than from the sciences, for translation from the classics involves much profitable practice in the use of the common speech and the study of the grammar, which was the model for our own, has points of advantage. Let us face the facts. The teaching of the sciences has not panned out. Confusion of mind is a more common result that clearness of comprehension. The frank college instructor who works with the freshman class does not hesitate to speak out his mind upon the subject. The worst thing which he notes s that the students hate science when they enter college.

The superior educational value of science can not be questioned. The fault does not lie with the subject, it does not lie with the teachers, it does not lie with the students. It does lie with the organization of the course of study. Physics and chemistry do not seem to be the proper subjects with which to begin. They are too abstract, too complex, and altogether too systematic. The student can not successfully interpret them in terms of his own experience. He may learn to solve their problems, so much the worse for him for he usually can not grasp their meaning. To teach them involves the commission of grave pedagogical blunders, putting the abstract before the concrete, the rule before the thing, highly specialized before general knowledge. The race did not become scientific in that way, and the pupil can not.

What is required is a more general introduction to the subject, a course in general sciences which shall roughly map the whole field, set some of the more obvious problems and explain the fundamental conceptions of the subject. Physical geography might be reorganized to serve as such a general introduction to the physical sciences and nature study to the biological sciences. The student would then begin somewhere near the beginning. This study would prepare him for life as well as for college, neither of which is done now.

A few days ago a man condemned to death said to us that he hoped he would be pardoned for he wanted to write a book explaining the history of his crime, which he was sure the people would be glad to read. Another youth, who is described as "an intelligent man," set fire to some railroad cars that he might be sent to prison in order to write a book on his prison experiences. No such special evidence is needed to show that the race is mad on the subject of appearing in print. To write seems to be the dominant ambition of college-students. It has indeed become rare to find a young man who will own that his uppermost desire is to become a good physician, a good teacher, a good engineer, a good scientist, a good lawyer or a good farmer. The wish to write and to devote one's life to "literature" is fast crowding out all other aims. The case is hardly different in the high schools. Rightly or wrongly, the ancient landmarks of the occupations have been removed, and rightly or wrongly, the writing mania has spread like a plague among us. The use of printer's ink increases in a geometrical ratio and more bad books are now produced in a single year than were made in all the centuries of antiquity. The remorseless god who presides over the presses demands larger and yet larger troops of victims, and every year the lives of thousands of the best young men and women of the country are vainly sacrificed upon his altar.

Cacoethes Scribendi

We are persuaded that the teachers of the land are under a heavy responsibility in this matter. Such a wasting of young lives could not have become the order of the day without a sufficient cause. To bring it about, the contemporary priests of the muses must be more fervid than wise in singing their praises. To teach the young to write is good, but to teach them that writing is the noblest art and that any worthy and heroic soul will hasten to follow the life of a writer is like the sophistry of ancient Athens. We are confident that the subject of literature is mistaught when it brings such an unhappy result. The humility which comes from understanding the true greatness of the masters makes one too respectful to trespass upon their domain. There is little evidence of such instruction in our literature classes. The pernicious result we complain of is due either to bad teaching or to good teaching of literature. If such a mistaken conception of life and duty comes from the proper teaching of the subject we shall be compelled to adopt Plato's remedy of banishing the poets from the republic by forbidding the young to hear any music save the hymns to the gods and the praise of heroes. But if literature can be taught in such a way as not to turn the heads of the young away from the real business of life, to poetasting, story writing, reporting, worship of pen wielders and membership in

qualityless literary cults as constituting the acme of existence, let us at once begin to teach it in that better way.

* * *

On Teaching How to Study

What one of the many phases of a teacher's work is most important? The parent would most likely say, the discipline of the school. The superintendent will vote for carefully prepared records. The principal will insist upon the children "making the next grade," and the board of education will trust the whole matter with sublime confidence to the educational agents whom it has for weal or woe selected. Amid such a confusion of voices the teacher must make her own chart of the course over which her pupils must travel, and as they are to go that way but once and as time is very valuable to them, it is highly desirable that the course should be well planned. The period of school life is too brief for the acquirement of much knowledge, it is too valuable to be wasted in conning books and cramming facts, it is too rich in possibilities to be thrown away in a blind and meaningless "training of the mind and developing all its powers." What, then, should be the dominant aim? What of all things is the best thing that the teachers can do for the children? They can teach them how to go about learning. They can help them to acquire right habits of study. They can teach them how to study. We quite agee with Professor McMurry, who spent five hours a week for the entire six weeks of the summer school upon this problem, that it is the crucial point in all teaching.

Is it not true that this is the most important work of the teacher? The school period is much too short for the reading of many books. It is much too short for the mastery of much knowledge. The pupil is an apprentice learning the elements of a trade. What is the trade which the master-workman teaches and the pupil learns? It is the trade of learning. The pupil must be taught how to go about it. Were you taught how to study? What is it to study? Is it to sit down and commit every word on the assigned page to memory? What is the difference between studying and reading? What is involved in reading a book? Is it merely the understanding of each sentence which the author uses? Should one's object be merely to get the author's meaning? Is studying a passive act? What, in short, does it mean to be a good reader or a good student? If these questions were set us in an examination paper none, or at most a very few, would pass. Yet the teacher is put into the school to guide the learner. How can he guide him until he first learns the way himself?

A Simplification of Arithmetic is Needed

The time has come in California for an overhauling of our treatment of arithmetic. With scarcely an exception one finds the children of the grades muddling over problems of complex, antiquated, and utterly useless types while they are still unable to accurately calculate simple exercises in addition, subtraction, multiplication and division. County and city courses of study should make it impossible for any child ever to pass through the eight grades of the elementary school without gaining reasonable facility and accuracy in handling figures, and without getting enough information concerning the application of arithmetic to the everyday affairs of life, and a sufficient knowledge of simple business practices, to enable him to properly safeguard his own interests. If the teacher accomplishes these results she will have no time in which to worry her children with the pipes-filling-cisterns problems, with the A-B-C problems, with those having to do with hounds chasing hares, or with other traditional problems such as these and which still plentifully besprinkle our arithmetic texts.

If any time is given to arithmetic in the first two years of school life it should be spent in dealing with things, in counting, comparing, constructing, dividing, putting together, grouping *things,* not figures. During this early period the child will lose little if he never sees a figure nor hears of an addition combination. His time should be employed in getting those sense experiences which he will need later, in learning the names of things and parts of things, and in acquiring the simple language of arithmetic.

The next three or four years should be spent in mastering the four mechanical operations with figures in the several fields of integers, fractions and decimals. Successful work here means, first, anticipating and isolating the several difficulties of the child and devising methods which go straight at their conquest (Mr. McClymond's method of teaching children to add is a good illustration of what we mean) ; second, mastering in a relative degree one difficulty at a time before passing to the next; and third, constantly employing a cumulative view.

In the last two years of work emphasis should shift to the application of these processes to problems of present-day life. Successful work in teaching children to apply arithmetical processes intelligently to problems depends, first, upon the thorough mastery of the mechanical difficulties of the processes involved, and, second, upon the ability of the child to picture to himself the conditions presented in the problem under consideration.

While facility and accuracy in mechanical operations with figures should be the goal of the intermediate grades and the application of these operations that of the upper grades, yet in a

degree these two controlling ideas should parallel throughout the whole course. Indeed, to secure any adequate facility with figures, drill on the processes must be given throughout the entire school course. Likewise problem work, while dominating the last years, should be begun in and continued throughout the lower grades.

* * *

The Worth of Geography

In geography the teacher has one of the most difficult subjects in the school curriculum to teach *well,* yet when it is well taught it becomes one of the most interesting as well as one one of the most profitable. It is interesting because it draws on the scientist, on the historian, on the artist, on the journalist and on the traveler for its content. It is profitable for several reasons. The larger interests of our nation and of other nations in a great measure are geographical and the accounts we read in our daily papers of the movements in the game the nations are playing take on a fresher and fuller interest when read in the light of geography. Again, there is scarcely a problem of past history, of present politics, of national finance, of trade expansion and control, which is not materially simplified by the principles which geography teaches. One's life, too, is made deeper and richer by it, for through its study one is brought to realize the beauty and harmony of the system by which the processes of nature have made oceans, and continents, and cities, and men, and nations what they are. It is difficult to teach geography well, because it *does* draw its material from so many branches of learning; because it is so many sided, and looks out on so many fields of knowledge. In short, it is difficult because of the very thing which makes it interesting—the richness of its content. In it the teacher is confronted with a mass of facts and phenomena out of which she must select a few. Many are trivial and are but a burden to the memory; others are necessary in giving the pupil a grasp of essential conceptions. Some are accidental and unrelated; others, again, are invaluable by way of illustrating the operation of certain laws and principles. But partly because of the high pressure under which the teacher works, due in a measure to the examination system used by most boards of education and also to the overcrowded condition of courses of study, and partly through lack of special preparation, she does not properly discriminate. The result is the teacher employs the method which apparently gives the biggest result in the shortest time and her teaching in reality becomes nothing more than a memory cram of the facts which the text-book gives.

Temporary High Schools

We are informed that the next legislature will be urged to pass a law enabling communities with a school population of less than three hundred census children to tax themselves to establish temporary high schools. The purpose of the proposed law is to enable any section whatever of the State that votes to pay the bills to instruct its children in the subjects of the ninth grade, the tenth grade, the eleventh grade or the twelfth grade, or any one or all of these grades. It is expressly stated that such temporary high schools shall not receive any State aid.

This provision is in line with home rule in education. It permits the people of any locality to provide as much schooling for their children as they can. The abolition of the ninth grade and the requirement that the high school course of study shall embrace a period of not less than three years has worked a hardship to many districts. Being unable to meet the heavier requirements of the law, they have been forced to abandon the beginnings already made. Higher instruction ought to be encouraged and not forbidden in this fashion. If the taxpayers can not go the whole measure at once, they should be free to make a beginning whenever they choose. When standards of high school instruction are so well established there can be no objection to as many different grades of schools as the people may care to maintain. If any one replies that the system must be uniform, we would answer that it is far too uniform already, and any measure which introduces a reasonable degree of freedom from bondage to it should be heartily supported.

* * *

The Compulsory Education Law

The school department of San Francisco has made a notable stride forward in establishing a parental school and detailing one of the deputy superintendents to take in hand the enforcement of the compulsory attendance law. No community ever made a mistake in requiring all its children to go regularly to school. The more careful studies of recent years into the causes of juvenile crime place the responsibility for it upon the indifference of parents, playing upon the street, running with a gang and being educated to crime by older vagrants, who are in the habit of preying upon children. The criminal is made, not born, among us. Parents may get what consolation they can from the thought that youth is the learning time of life, and if children are not taught in schools they will be taught by self-appointed teachers outside them. There is hardly a boy in a reform school who is not several grades behind his fellows of like age who have been kept in school. But to make up for this each of them has learned other lessons not taught in the public schools, else he would not be there. Indeed, the first injunction of preventive penology is keep the chil-

dren in school. They have a right to the education which the State required every boy and girl to have. They have a right to start even with their fellows in the race of life. And above all, they have a right to be kept away from temptations which will certainly work their undoing if they are thrust among them. Fill the schoolhouses or you will fill the jails, which is a far more distressing and expensive process.

* * *

The Summer Schools

If the people of California have hitherto had any doubts as to the value of summer schools they must surely be dissipated by the two which have just closed. Nearly nine hundred students attended the session at the State University, and almost three hundred enrolled in the classes of the Normal School at San Jose. Nor was this the most significant phase of the matter. The instruction was as good or better than that given in the regular sessions. The students were older, more eager to learn, and altogether more serious minded than students usually are. They found it much more profitable and more pleasurable to spend a part of the vacation in fitting themselves for their regular work, than to fritter it all away in a vain effort to rest by doing nothing. In some respects the summer school is the best expression of higher education, for in it arbitrary entrance requirements are done away and all who wish to may study without restriction. It stands for free trade in learning. The work of hundreds of schools will be vastly better because of its activity. The Normal School in particular has been of incalculable service, and provision should at once be made for similar sessions next year.

* * *

The Superintendent's Duty

"Only a short time ago I visited the school in which a former associate of mine was teaching. I asked this teacher how she was getting along, and she said: "I like my work, but O I would like to know what the superintendent thinks of it! He comes in occasionally and remains for a few minutes, but he never has expressed an opinion of my work." I called at the superintendent's office and asked, "How is Miss H. getting along?" The superintendent told me that she was one of the most effective teachers that he had ever had—thoroughly consecrated to her work. Then I said: "Why in the world don't you tell her so? Don't you like to hear your work commended?"

The superintendent owes it to a teacher that he be slow to reach conclusions adverse to her. Occasional visits are insufficient upon which to base positive opinions of a teacher's work."—*School and Home Education.*

Science and Occupation*

I. There is a story told of the famous English judge Lord Mansfield which is so appropriate to my present discourse that I venture to repeat it. A farmer of practical good sense in Australia was made a judge, but of legal technicalities he knew nothing. During his brief stay in England he met Lord Mansfield, who gave him this piece of advice: "Give all your decisions briefly and boldly, but give no reasons for them. In nine cases out of ten your decisions will be right, while your reasons for them would be wrong." This story I have told you for two purposes. The first and most important I shall leave you to discover as I proceed; the second is that I propose to speak to you to-night mainly in the spirit of Lord Mansfield's advice to the farmer—not that I fear my reasons would be wrong, but simply because the occasion demands brevity.

II. A distinguished educational writer has recently told us that the present is a "time of unrest" in secondary education. He might, I think, with equal truth have said that the present is a time of unrest in all grades of education—primary and tertiary as well as secondary; and not only in England, but all over the civilized world. Even the most apparently solid and stable methods and means of education are being searchingly subjected to criticism. But the whole situation is so complicated that those who have studied it most and had the most varied practical acquaintance with education are the least dogmatic. At all times in the history of education a truly enlightened public opinion is highly desirable, but never more so than now. The causes of the present unrest are many and subtle, but chief among them appear to be these: (1) The inadequacy of educational systems to cope with the legitimate claims upon them of that enormous subdivision of occupations which characterizes modern civilization, with the unceasing wants and desires of mankind both producing and produced by this very subdivision of work. (On this point I would, parenthetically, remark that, important and useful as is the clerk, we are yet obviously justified in asking seriously on what grounds, other than custom and tradition, our elementary education—with, happily, here and there notable exceptions—persist in the vain attempt to turn our future town mechanics and agricultural laborers into inefficient clerks. For one who observes closely the newer signs of the times it does not require either much insight or much courage to prophesy that creative manual training, with concrete mathematics as its servant and joyful art as its mistress, and humanized Nature study will both occupy in the school curriculum of the future a position vastly different from what they do at present.)

*An address delivered at the annual general meeting of the Sunderland Technical College. Reprinted from the "Educational Times," London.

(2) And closely allied to the first cause of unrest—and in sharp contrast with the monotonous uniformity of capacity among barbarous tribes—there is that extraordinary diversity of personality and talent which educationists are slowly beginning to recognize as existent among our pupils; (3) the disappearance of the old apprenticeship system in numerous occupations and its gradual decay in others; (4) the almost startlingly rapid growth of modern science, and the accompanying rise of many occupations into professional occupations; and (5), last but not least, relations between the various nations the most complex and close that the world has ever seen, leading to increase of coöperation and increase of competition both within the nation and between the nations—two apparently essential conditions of humanity's progress.

Now I do not propose to attempt this evening to even sketch the barest outline as to how education is to deal with these highly complex factors—how, in a single word, each individual is to be most effectively trained to become, in the language of Socrates, a *world-citizen*—for I venture to think the problem is nothing less than that. I shall confine myself to a few broad remarks upon one aspect only of education—an aspect, however, which, were it treated at all comprehensively, would go very deeply into fundamental principles and touch the factors I have enumerated at manifold points. I propose to deal with one aspect of the relations between science and occupation.

III. This word "science" is a word much bandied about. To avoid misunderstanding I must remind you of certain fundamental aspects of it that are apt to be forgotten. What *is* science? We are too apt to think of it merely as something ponderous, contained in equally ponderous books. But it is much truer to think of it not as lifeless printed material, but as something living in the mind and influencing one's work. For science is born anew in the deliberate will and intention of each of us when we succeed in thinking about the principles of our work in a clear, logical, and systematic way, and courageously put our conclusions to the test of experiment; and the so-called sciences are the written records of such thinking, only more extensive, clear, systematic, and consistent, and more true to reality because they have been tested by countless experiments and experiences in the race.

Now I want you students, when you come to think afterward over what I am telling you—and I hope you will show my carefully weighed words that esteem and honor—I want you to bear vividly in mind this deep truth, that all theory, all knowledge, all the broad groups of sciences, originally sprang from the experience gathered by man from one or other of his numerous occupations. Thinking has arisen from doing; thought from action. Do not imagine that science floats, as it were, in the clouds, serenely isolated from the hum and bustle and occupations of the

busy world, and developing in some mysterious manner of its own. The more vividly you realize this great truth, that science ultimately sprang, and is continually springing, from the desires and efforts of men to increase their skill in their occupations by understanding the eternal principles that underlie all dealing of man with Nature and of man with his fellow-men (that is, the manual and mental occupations, industry, trade, the professions, and so on), the more vividly will you see the deep importance of science to all occupations. You will then recognize the other side of the relation; for to every action there is always a reaction. If science ultimately has sprung from, and is continually springing anew from, occupations, science has repaid the debt both by rendering those who follow her teaching more skilled in their occupations and by actually giving rise by her discoveries to absolutely new types of occupations. One of the great conditions of human progress is this unceasing reciprocal relationship between occupation and science, each constantly producing and being produced by the other. Out of many instances I shall choose one striking example of the development of science from occupation.

Monge was born the son of a French pedlar about 1750. The construction of a plan he made of his native town brought the boy under the notice of a colonel of engineers, who got him admitted to one of the military schools. His humble birth precluded him from receiving a commission in the army, but he was taught surveying and drawing, though he was told he was not sufficiently well born to be allowed to attempt problems which required mathematical calculations. At last his opportunity came. He observed that all the plans of fortifications were constructed by long and tedious *arithmetical* calculations from the original observed measurements. Monge substituted for these a *geometrical* process he had invented which produced the plan so quickly that the officer in charge refused to receive it, because professional etiquette required that no less than a certain time should be spent over making these drawings. When once examined, its obvious superiority was recognized. This geometrical process discovered by Monge was nothing less than a new branch of geometry—known to students of engineering as practical solid geometry—a science in which, by the now familiar method of plan and elevation, a solid object can be represented by construction on a plane—a method whose practical, or, let me say, occupational, value can scarcely be over-estimated, and the further development of which by Monge had far-reaching effects upon mathematical science itself. Here we have a new and distinct branch of science springing directly from the occupation of war, on its engineering side.

IV. Now permit me to speak to you for a little about your occupation from the point of view of the skill which you display in it, and the pleasure that you may derive from it. There

are at least two kinds of skill amongst men. One and the same individual may possess both kinds simultaneously in different branches of his occupational work, or at different times; but, in general, each of us has predominantly either one kind or the other, according to our abilities and training. Subsequently I shall briefly touch on a third kind of skill; but, to avoid confusion in your thought, for the present I hope to limit my discussion to two. Moreover, this third kind is the gift of Nature, innate; while the other two are respectively the products of a definite scientific training, or the want of it.

There is that kind of skill which every one can more or less develop by sheer imitation and constant repetition, without any sensible grasp of the rationale of the operations he performs. This commonly distributed skill, as it is derived from the routine pursuit of one's occupation, I shall call *routine* skill. Here is an excellent instance, where the routine skill was exceptionally great:

Some years ago (I am quoting from John Stuart Mill) a Scotch manufacturer procured from England, at a high rate of wages, a working dyer famous for producing very fine colors, with the view of his teaching the other workmen the same skill. The workman came; but his mode of proportioning the ingredients—in which lay the secret of the effects he produced—was by taking them up in handfuls, while the common method was to weigh them. The manufacturer sought to make him turn his handling system into an equivalent weighing system, that the general principle of his peculiar mode of proceeding might be ascertained. This, however, the man found himself quite unable to do, and therefore could impart his skill to nobody, as he had never generalized the grounds on which he acted in his own mind nor expressed them in language.

From this and numberless other cases it can be shown that this purely routine skill has, in general, the following characteristics: (1) It is gained by sheer length of experience in one's occupation; (2) it is incommunicable (by language) to others; (3) it does not, by itself, suffice to enable its possessor to discover or invent improvements in the operations incidental to his labor, either, it may be (if he is an engineer) in improving machinery or replacing routine operations by machinery, or in other ways by which his skill in his occupation may benefit not only himself, but his fellow-men; (4) therefore, broadly speaking, this kind of skill, valuable as it is, being incommunicable, dies with its possessor; (5) it does not tend to be accompanied persistently by the natural joy that springs from activity spontaneously developed and rationally cultivated.

The second kind of skill is the skill which owes its development to a combination of practice with a clear conciousness of the principles underlying the operations one performs—a gradual

understanding of the *why* of a process. I have already said that, wherever one finds clear and systematic and logical thought about the true principles of one's work, there and to that extent you have science, and the skill that is developed by the application of such thought to one's practical work is *scientific* skill. For the attainment of a high degree of dexterity or skill in the repeated operations of some simple mechanical process scientific skill *may* be a distinct disadvantage. When, toward the end of the eighteenth century, some of the great logarithm tables were being calculated, it was found that the great French mathematicians, Lagrange and Laplace—world mathematicians, indeed, in their greatness—made incomparably more blunders in the simple additions and subtractions and multiplications and divisions than the professional calculators who would do nothing in mathematics but these simplest sums of all—but these they could perform almost without a blunder. Yet it was Lagrange and Laplace who supplied the very labor saving formulæ or machinery by which the calculations were made—compressing thereby, by their inventive genius, the work of a lifetime of ordinary calculation into the space of a few hours. Here we have the two extremes—highly developed routine skill, with no comprehension of the machinery or formulæ used, and, in sharp contrast, inventors of the machinery itself, but with little mechanical dexterity in its application. Now, it *may* be—and, indeed, does actually appear to be—the case that there will always be a large proportion of workers in all occupations who can attain, owing to a limited intelligence, only the routine skill, and there will be, at the other extreme, a few men so rarely gifted with the creative faculty that they continually pass on from the discovery or invention or creation of one thing to another that they seldom attain the highest measure of routine skill. But between these extremes stands the man to whom the combination of science and practice is so necessary if he is to do full justice to his powers—for whom, in a word, scientific skill is the ideal.

This harmonious combination of theory and practice in the production of scientific skill is shown in a very high degree in the lives and work of great engineers—Stephenson, Watt, Fairbairn, and others. It is true that they did not get much of their science from technical schools, because such schools were rare in those times; but what science these men could learn from others they did learn, and they attributed their success mainly to the firmer and clearer grasp they were, by sheer hard thinking, constantly acquiring of the scientific principles upon which all great work is based. Of such a stamp of ability as these famous old engineers—I am mainly choosing engineers for illustration, as the bulk of our college students are engineers of one branch or another; but the educational principles I am stating are applicable with equal truth to any occupation—I

say of such a stamp of ability as the great engineers was Helmholtz, one of the half dozen greatest scientists of last century. Such, also, was our own Faraday, and such, one may happily say, *is* Kelvin. These three great men should be called not mathematicians, not physicists, but, essentially and above all, mechanics—but mechanics with supreme scientific skill. Listen to what Helmholtz says of himself (I remark that this autobiographical passage is, I believe, applicable to all great physicists). I translate freely from the original *throughout,* in the spirit of the whole context:

"As an experimental and mathematical physicist I had gradually changed the geometrical way in which I had looked at the material Universe, as a young man, into a mechanical view. I felt intuitively, as it were, how the forces would distribute themselves in any piece of machinery—a power which one finds possessed by skilled mechanics and machine designers. But I had an immense advantage over these in the power I had cultivated of being able when necessary to express mechanical problems of a very complicated and difficult nature in mathematical language, and thereby, after reaching the mathematical solution, both of overcoming mechanical difficulties otherwise beyond my power and also of being able to communicate my discoveries for the benefit of humanity at large."

He adds subsequently the noble words which I can not forbear quoting:

"As the highest motive influencing my work—though not reached in my early years—was the thought of the civilized world as a constantly developing and living whole, whole life, in comparison with that of the individual, appears as eternal, in the service of this eternal humanity my contribution to knowledge, small as it was, appeared in the light of a holy service, and the worker himself feels bound by affection to the whole human race, and his work is thereby sanctified. This feeling all can theoretically understand, but long experience of it alone can develop it into a powerful and steady impulse."

With respect to Faraday, it is worth while noting that, in order to express *his* discovery of new truths, he actually—not being conversant with the orthodox mathematics of the schools—invented a branch of mathematical symbolisms, as original and novel as it has since proved fruitful and educative.

Huxley, too, tells us he ought to have been an engineer.

Now I call these men essentially skilled mechanics; one might say (using the old word) glorified master *smiths.* First, because of the wonderful refinement of the muscular and tactual senses and of the coördination of hand and eye—the source, perhaps, of their greatest discoveries; and, secondly, because

their view of the world was colored by mechanical considerations, the world being to them a vast and complex piece of machinery. When I say "colored," I should say necessarily colored, for every man's thoughts are a product mainly of his occupation; and the life-occupation of these men was that of an investigator into the material mechanism of Nature. Here I would draw your attention particularly to this fact, that science in itself has grown so important to the world that we have now a new occupation to add to the old—the occupation of a professional scientist.

You will find, if you look for them, all the old-world types of occupations persisting in modern civilization, though often in a very disguised form. We can not get away from our ancestors. Just as a physical scientist is a smith, so is the botanist a farmer and shepherd, the zoölogist a huntsman, the geographer a sailor, the historian a scald, the doctor a wizard or medicine-man and the lawyer a scribe. As for the mathematician, his material—the oldest science of all—has been drawn from such a variety of occupations that, if he vividly grasps the spirit of the history of his science (though, unfortunately, this is rarely the case), he should find himself in a very real sense the heir to all the ages, and become imbued with sympathy for all occupations. It has been well said: "As the child is father of the man, so is the worker of all men. And it is time to cease thinking with the politician of the worker as a child to be led by the nose, but to recognize in him, according to his kind, the staff of every occupation in the world, however highly developed—of skill however masterly, of genius however sublime, of virtue however pure."

I would have you observe, with respect to these two kinds of skill, how much more powerful, presuming them equally developed, is scientific skill in comparison with routine skill—how much more valuable it is to its possessor and also to mankind. Subsequent reflection will, I think, convince you of certain truths of deep importance to you: (1) That to the degree in which you can direct your skill scientifically, that is, understand the why as well as the how of certain operations or processes, to that degree your skill becomes more valuable and more communicable to others; and (2) to that degree grows greater the joy that comes from skilled work directed by rational principles.

The function of the college is to develop in you a certain attitude to, and unquenchable desire for, organized knowledge, or science, as something of great value which will help you to understand more and more thoroughly the principles at the basis of your occupation. But no sensible man really believes that the college is in any way a substitute for the practical training of the workshop, counter, office, and so on. A college training alone will generally make a man learned in his occupation; it can not give him common sense and skill. A practical

training alone will make a man skillful, but this skill tends generally to become routine skill. Combine the college and the occupation in one harmonious training and you get that scientific skill which is undoubtedly best of all. For, depend upon it, ladies and gentlemen, humanity has not gradually developed all this vast mass of communicable experience we call theory or science without the constant and powerful stimulus felt by even the ablest of us of requiring that knowledge directly or indirectly for the more efficient pursuit of our various occupations. To a great extent for centuries the highest organized knowledge or science as applied to occupations has been the monopoly of the professional classes; yet, if there is one thing more than any other that now requires democratization, it is assuredly science. I venture to believe and prophesy that the time will come when the most capable and earnest students in our colleges—attending in evening, afternoon, or, perhaps (as in some foreign towns), on Sundays—will be the mature and skilled members of the population in all occupations where the value of knowledge has been experienced by them when young; mature students who will bring many of the difficult problems confronting them to college, and, in coöperation with the skilled teachers there, work out the best solution. I go further; there would be every advantage in having—as was often the custom among the wisest nations of antiquity—occasional courses of lectures in our colleges, at suitable times, from the wiser and more experienced heads in the town, both on subjects of local and national interest and on subjects on which they have special expert knowledge in their particular occupations. For science is a servant the more useful to us the more experienced and skillful we become. The greatest men in all occupations have been those who have never ceased to employ her help, and freely gave to others what they had mastered themselves. Science in its deepest sense is worthy to be, and, happily, often is, the valued companion not merely of youth, but of age. Among the losses continually borne by nations few surely are greater than the loss by death of the ripe wisdom and experience of the mature and the old. Happily some of this is indirectly preserved and shows its fruits in the succeeding generations; but what a vast mass of this valuable experience, though communicable to mankind were the opportunity offered, sinks unuttered into the eternal silence of the grave!

V. I have now briefly touched on two kinds of skill—routine skill and scientific skill. There is at least one other fundamental variety, which may be appropriately named *artistic* skill. Education can not give it, though education may aid or thwart its development. In attempting, in the time at my disposal, to deal with this highest, and apparently final, form of skill,

I can not hope to wholly escape the charge of obscurity; for it is a form whose essential characteristic is that its products can with ease be recognized by sense and feeling, but with difficulty, at all, described in language. Artistic skill has points of contact with both the other forms of skill. To routine skill it is allied in this, that it is incommunicable by language to others; but for a widely different reason—since artistic skill, being the very expression of the personality, is individual and unique, and above the reach of language, therefore, which deals essentially with the generic and common. Routine skill, moreover, is communicable to a limited extent, if not by language, yet by sheer imitation; and its products can be imitated (by use of one or more of the senses—sight, sound, taste, smell, touch or muscular sense), while artistic skill is wholly incommunicable and its genuine products are truly imitable.

At the same time, by its very creativeness and originality, the products of this artistic skill are constantly giving rise to new truths in science and to new terms in language, the vehicle of science. Like routine skill, it requires occupational practice for its development—if the germs of power are there at birth. But such practice alone is not sufficient, for it is allied to scientific skill in that the possibility of its highest development rests on the winning, generally by long continued effort (whether at school, college, or otherwise), of a clear consciousness of the great principles that underlie similar past achievements; but it transcends language, principle, reason, or science in its creative uniqueness and its consequent absolute incommunicability by language or by imitation. However deeply analysis may go, in the artistic skill and its product there ever remains something beyond and above analysis. *Routine, scientific,* and *artistic* skill form an *ascending* scale of human power and activity. For true art, in whatever occupation it may be developed, is the final and highest expression of our whole character, powers, and personality—whether the artist be a handicraftsman or a headcraftsman, or both—cabinet-maker, jeweler, decorator and designer, machine constructor, teacher, poet, writer, sculptor, musician, actor, dancer, cook, architect, surgeon, scientist (*qua* synthetic), or what not. Above and beyond their scientific skill, all great scientists (think of those I have already mentioned) possess much of this artistic skill, the very portion, indeed, of their experience and experimenting which they themselves never fully understand, though the source of their greatest discoveries, and which, essentially incommunicable, necessarily dies with the possessor. And all of us exhibit more or less of this artistic skill in the greatest art of all, the art of living and character-building.

The teacher, as artist, himself shows his highest skill when

his stimulus succeeds in calling forth and aiding in the development of powers which each of us has, in a greater or less degree, peculiar to himself, and whose fullest life-long development each finds his greatest source of happiness.

It is, I venture to think, one of the fundamental weaknesses of modern education that, from a false economy and other motives, we are compelled to educate our pupils in such large groups and by methods so similar. The apparently inevitable result is, in general, the stunting of valuable variations in individuality and the production of too large numbers of individuals with closely similar powers, with the economic consequences —unduly great competition for a livelihood, cheapness of remuneration below a fair standard of living, and subsequent degradation. With the development, on the other hand, of individuality by a mode of organization that deals with large numbers of comparatively small groups, numberless varieties of craftsmen (including hand-workers and head-workers) would result, competition would be less severe in one and the same sphere, and the standard of living would rise. The common is cheap and the rare is dear, and nothing is so rare as fully developed individuality.

A word on this question of the craftsman. If I do not misread the signs of the times, we are at last working again toward that long lost ideal in education and in industry—the combination of head and hand skill, or, otherwise described, a reunion of the fine with the mechanical arts. Perhaps the modern *poet* would most of all profit by such a development.

There is an art preceding science and an art succeeding science, and the deepest science attempts in vain to overtake the highest art; the secret can not be yielded up, for it is unique and incommunicable. I say the *highest* are, for, when science has searched out the secret of the achieved, art has already advanced a new stage forward. Thus will it ever be; in the last resort the general can never explain the individual. Aristotle recognized this deep truth with respect to the art of right living itself in his well-known dictum that the theory of morality is based upon the practice thereof. As the practice changes theory develops.

VI. You will now see more fully why I related the little story at the beginning. Perhaps, without straining the analogy unduly, we may say that the farmer's decisions would partake of the nature of *routine* skill; throughout his life he had been accustomed to make decisions without in general analyzing his grounds. As a product of routine skill, these grounds would be incommunicable, being built on his character and previous experience; or, if he ventured on stating grounds, they would in general be false, for the language of character lies not in words, but in acts. In sharp contrast, the decisions of the judge would

be the products of *scientific* skill and the grounds thereof communicable. But may we not safely venture to affirm that even the trained judge—if not in the law court, at least in the complexer affairs of life itself—would be compelled at times to give decisions in the spirit of the advice he gave the farmer, in that he, too, would be equally unable to state correctly his grounds? But such decisions, in the case of the judge, would be the product of *artistic* skill, and would probably express his trained powers in their very highest sense—the power of the artist.

It has been recently stated that to test the value of a Frenchman you ask the question, "What examinations has he passed?" ot a German, "What does he know?" of an American, "What can he do?" and of an Englishman, "What sort of a fellow is he?" On the French I am sure this is a libel, but the remaining questions appear, so far as I have any pretensions to judge, happily characteristic of the three other nations—knowledge being prized by the Germans, enterprise by the Americans, and character by the English.

By all means let us preserve character as the highest ideal of the three—as the product, the highest, of the highest form of skill; but let us be willing also to learn from our great German neighbors the immense value of communicable knowledge, of science, to our occupations, to our life-work.

BENCHARA BRANFORD.

* * *

Superintendent Thomas J. Kirk's Address to the San Jose Normal Alumni Association, San Jose, June 21, 1904.

In the schoolroom, age is not a matter of years, but of open-mindedness. I have seen old teachers at twenty-five and young teachers at sixty. On graduating from this school, you of the Alumni Association received the best instruction the faculty at the time could give, but it is the business of the faculty to grow. As a trustee of the school it would be my duty to seek to dismiss any member of the faculty who has not grown since the day of your graduation, who is not a better teacher this year than last year and the years before. One who is still delivering the same lectures giving the same instruction or teaching by the same methods year after year, well deserves to be called a fossil.

The question I put to you is, have you grown in the five or ten years or more since you went out from this institution?

Of course you have grown in experience, but all living things gain some by experience. The experience that brings no new knowledge is of little value. The experience of the oyster leaves him an oyster still. The swallow that built her nest this year under the eaves of this building shows no improvement over her

ancestor that built under the rafters of Noah's Ark. It is enlightened experience which broadens the view and increases ability to do things that counts.

May I ask if you have found time for advanced academic study? Do you know something of the later discoveries of science? Your instruction here did not make you specialists and you were not prepared or expected to make a study of technical works in any science, nor do you need such as teachers; but you were prepared to gather the results of scientific investigation. You may not be able to analyze radium, but you can read what others have discovered of this most marvelous element. You were not prepared for an astronomer on Mount Hamilton, but it is your privilege to know what the spectroscope is doing with double stars and what new fields in the ether world are being explored by the aid of photography. Do you know what the microscope is doing for medicine in tracing ailments back to the disturbing bacillus and thus aiding in the prevention or cure of disease? Medicine by aid of the microscope is fast becoming an exact science instead of a mere empiricism, and the problems of health, public sanitation, and of higher, better living are being successfully solved.

Do you know the important discoveries being made by applied botany? Have you read and imformed yourselves of what Burbank, the wizard of the vegetable world, is doing? A half-hour's magazine reading will give you the general results of his labors. Do you know what soil analysis is doing for agriculture? Are you posted on what is being proposed and already undertaken by the national government for water storage and reclamation of arid lands? Are you informed on the recent movement for the control of the rivers and protection of the overflowed lands of the state? Do you realize that farming is being done today not by mere experience, but by thoughtful, systematic study? Do you know that our finest fruits and flowers are the results of scientific propagation and cultivation?

A few hours' reading in a good library may afford you information on these various subjects. You will not be able, nor is it necessary, to determine the whys and wherefores, the origin of species or the ultima thule; but you may know the general results of labor and research in the fields of activity to which I have alluded.

Do you know, have you kept up with, the great world move-

ments as recorded in recent history, and do you feel that your reading has enabled you to prognosticate the future? In addition to current literature do you make it a point to read one good book every month—one such as will give you the cream of modern thought and investigation? Your normal training prepared you for just such reading, and you have been derelict of duty if you have not in some such way kept abreast of the times. "Thou that teachest another, teachest not thou thyself." Remember the sage has said, it is not what we have learned but what we are learning that makes and keeps us strong and vigorous. And Locke says the chief value of knowledge lies not so much in possession as in pursuit of it.

Do you not direct your pupils to fields of self-culture to which they may go after leaving your instruction? And do you point them the steep and thorny way while you the primrose path of knowledge tread? The intellectual life can be imparted by those only who are living the intellectual life, not by those who *have* lived it.

You may not be specialists in any of the great fields of knowledge, but you can and must be specialists in the art of teaching. In addition to reading for general information then, you must read the books of your profession. The doctor, the lawyer, the business man, the farmer, must know his own special field up to date. The best knowledge of five or ten years ago will not suffice for the present hour. Experience alone will not be sufficient for the office, the shop or the farm, nor will it do for the schoolroom. Are you examining critically your old methods to see if they measure up to new standards? Have you more clearly in mind the aim of each subject that you teach? Do you know the aim of each part to a completer education? Or, do you teach merely as you were taught and *what* you were taught? The Chinese do merely as they were done to. Their supreme reverence for things past prevents their progress. Have we something of the Chinese in our composition? Have we such veneration for our acquired methods that we cannot turn upon them the searchlight of recent thought and study?

Are you still teaching grammar as it was taught to you, parsing according to strict formula, and dividing and subdividing adverbs to the last degree of fineness? Are you still diagraming because you happen to know how and because it's easy to get the children to do it? Or, have you awakened to the fact that the

great end of language study is its use in expressing thought and that the burden of composition is training the child to think and not the construction of mechanical empty sentences? Have you read "The New Basis of Geography" (Redway) and are you teaching geography in its relation to human life rather than a detailed study of maps? Are you teaching our country's history as the life and growth of the American people, instead of an array of dates of battles and of discoveries? We have some good educational journals, but the educational knowledge of most worth is in books and standard magazines, not in hastily edited journals. How many good educational books do you add to you library every school term? Does your mental clothing keep pace with your wardrobe? All of us who can afford it should see the St. Louis Exposition for the great lessons it will teach.

We teachers are and ought to be conservative. Age is a matter of open-mindedness,—open to receive the new and the good, but not empty of past good. We must not become faddists. In commending the good in the new we do not intend to overlook the good in the old. Your normal training not only gave you the best at the time of your graduation, but gave you power to winnow future wheat from future chaff. Be progressive, but be conservative.

Professional training in every department of life was never so fully appreciated as now. All school authorities are looking for professionally trained teachers. It has, however, been a matter of slow growth. Not many years ago it was thought that one who knew his subject could teach it. Now, mere scholarship is no more deemed adequate for teaching than for law or medicine. Shall the public continue to regard our business as a profession? That depends upon you. If you remain open-minded, growing, teaching will more and more become and continue to be a profession. If your diploma says the final word of educational doctrine then teaching will become a handicraft and the necessary training for teachers will be given by high schools and colleges, and normal schools may close. The future of your Alma Mater is, therefore, in the hands of you, its graduates. If you go forth with the open mind retaining the good of the past, gathering the good of the present, thus showing by your normal training your superiorability to discriminate, appropriate and assimilate what is of value as teachers, you will magnify the importance and insure he enduring fame of this state institution.

Notes From the N. E. A.

The forty-third annual convention of the N. E. A. closed its session with a congratulatory speech by President Cook on the success with which the meetings had held their members in spite of unprecedented attractions in other directions.

The general sessions held every forenoon in Festival Hall drew large audiences, tho rather tardy ones. Booker T. Washington filled the large hall to the very doors, and his earnest, energetic delivery held the large audience in eager attention.

Two disappointing features of the session were the absence of some of the most notable men on the program, and the fact that the sessions were so widely distributed that much valuable time was lost in hunting them. The morning and evening sessions were held in Festival Hall, the special sessions in the afternoon were scattered all the way from Convention Hall on the extreme west of the grounds to the Palace of Mining, on the extreme east. It was almost impossible to divide one's afternoon between two sections. The placards were misleading, to add to the woes of the weary searcher after knowledge. For instance, the town hall of the model city bore its legend of "Headquarters of the N. E. A," thruout the session, while it was never, I believe, the headquarters except in some outgrown plan.

Percival Chubb, the drawing card of the English section, was absent, but a spirited and earnest discussion by some of the other members on the program, and the skilful leadership of the chairman, Professor Schuyler of the McKinley High School, St. Louis, made it a very helpful session. The discussion was limited almost entirely to English composition.

The absence of Professor Coulter, of Chicago University, and Professor Stevens of Kansas University, took all the enthusiasm out of the botany section, altho good papers were read by other members.

The chemistry and physics discussions were lively and full of interest, and the papers strong and progressive, urging the importance of the subject matter taught. The question of a two-years' course in physics was brought up and a committee was appointed to report on the subject at the next session.

Prof. A. R. von Nardroff, head master of Erasmus Hall High School, New York City, made a particularly energetic arraignment of the accepted physics in New York City.

Prof. Pattison, art lecturer of Art Institute, Chicago, came

primed for an audience of school directors who did not believe in art training in the school. He found an audience of teachers very much in sympathy with his views. His personality is original and forceful. He defined as "bad taste" a bare front yard, careless personal habits and homes devold of beauty, and placed the highest work of art training in the improving of such conditions. Concerning the art of the various state buildings, he recommended Connecticut as best, Rhode Island good, Massachusetts and New York reserved and dignified, Missouri half good and half bad, Illinois and Iowa bad and Indiana "baddest of all."

Captain Percy Atkins, British representative for education, gave a description of the British art contests for which medals are awarded: The display receiving the gold medal is sent from school to school for inspection. One of the defects of the system is that it fails to develop individuality. The prize exhibit of one year is likely to be taken as the type to be followed by all would-be prize winners next year.

The Vesper services, giving lectures on the art, sculpture and architecture of the exposition by the men in charge of those departments were an interesting feature of the convention.

* * *

Echoes

Lack of acquaintance with nature is the greatest drawback to nature study.

The pupil who early gets near the heart of nature never loses that interest.

Nature study should be so taught that it would cease to be the joke of the scientific fraternity.

The child likes plants but the youth dislikes botany.—*E. R. Whitney, Binghampton, N. Y.*

Freedom cannot be bestowed on anyone: it must be achieved. —*Booker T. Washington.*

The art of living is the most difficult of all the arts. Science training should teach the art of living.

Scientific method may be taught in any science.—*Caldwell of Charlston, Ill.*

Any subject in the curriculum must justify its position by making all the pupils more efficient. Initiative is helped by a feeling

of power to overcome obstacles.—*Prof. Foerste of Steele High School, Dayton, Ohio.*

The real in art and conduct is always the child of the ideal, and ideals are born of noble deeds and high achievements.—*Geo. E. Gay, Director Educational Exhibit of Massachusetts.*

In this country we are in the greatest danger of losing childhood and youth. We stepmother nature. We cannot trust her to develop the child. We take him from his contact with nature and put him into that biological hothouse, the city, that ripens everything before its time.

In pursuing child study it is necessary to see that our weights and measures are standardized by common sense. The methods of child study are being helpfully adopted in various ways. The religious development of the child is being studied and Sunday-school methods are being adapted to the child's needs. The methods of mission work among primitive people are to be revolutionized within five years by child-study methods.—*G. Stanley Hall.*

We sometimes find conditions in child-study that are hard to understand. We were trying a test in matching colors and I found a boy who was perfectly normal in every way, but apparently unable to match the colors. He was well, he was not tired. I don't know what you will think of me but I shook him up a little—and he matched the colors!—*Aaron Gove.*

On composition.—Don't expect all the class to write on the same topic. Give them ordinarily a choice of two or three. Work the class up to a pitch of enthusiasm at which they must write or burst. Read Kipling's Mongoose to them; then let them write an original animal story. Pass around among the pupils when they are writing. Half the work of correction can be done then. Have the class exchange papers and criticize each other's mistakes in spelling, punctuation and grammar. Be very definite in farther directions for correction.—*Phil M. Buck, McKinley High School, St. Louis.*

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

The Needs of Life Have Weight in Shaping the Plans and Policies of Teachers

Unification, organization, fitness are the demands of every aspect of life. We have got away from past standards; we have not yet come into full possession and command of the present. Everywhere we are met by many opportunities which bewilder. Everywhere we have outgrown old systems and customs. Our difficulties come from resources far beyond our present powers of use. From lack of insight into the new conditions arises confusion the extent and final outcome of which only time and the light which comes from time can reveal.

That the school should share in this confusion is no cause for despair, but rather a source of encouragement. It proves how closely education is bound up with the entire movement of modern life. There is no conflict with the old but a vital tendency shows itself which contributes toward efficiency and stands for reality and use. With change of aim must come a change in methods and the strength of a teacher is shown in her ability to adjust her teaching to changing demands, and in her power to meet a bewildering variety of needs. Education is no longer a mere reading from an invisible book. It is an expression of the pupil's own thought and observation. It is a vital growth in self-activity.

In attacking this problem, the teacher must study existing conditions, locate the vital factors and determine how they can be made coöperative. The period of striving for insight, trying now this, now that, should result in clearer vision and reveal the realities of the situation. It should result in a more definite standard of values—a standard by which to choose and reject.

Educational aims are now examined in the light of present and future needs and it seems necessary to connect school interests with life interests. That business men look askance is evidence that education is not entirely satisfactory. The intrinsic importance of the social aim is obvious and society is demanding that education shall be related more to the needs of life, that it shall develop an interest in these needs and a power to be of service. Daily needs are penetrating more and more into the heart of education. Substances, earnestness, resourcefulness, power,

ability to do things bearing upon life have begun to have weight in shaping the plans and settling the policies of teachers. The units of value to which we have been accustomed are inadequate and the schools can no longer develop memory at the expense of imitation, analysis, initiative that lie at the basis of modern successful endeavor. The new purpose is making inroads upon the "wonderful drowsiness of usage." The results of thorough investigation are battering down the walls that shut in, and surround, and defend poor work.

* * *

The Serious Work of the Teachers Is to Secure An Insight that Will Enable Her to Present Subjects Clearly and Simply

The new ideal demands that work shall be simple and a real training for power. Simplicity presupposes a profound scholarship on the part of the teacher. Superior insight into a subject leads directly to simple and lucid presentation. The teacher rises above the texts and the few fundamental principles which underlie the subjects are presented in an orderly and carefully chosen sequence which is related to past work and presented with a view of that which is to be in the future. The really serious work of the teacher lies in the improvement of these very details in the classroom which make for simplicity. Every scheme for general or special method must be subject to criticism and improvement. The progressive teachers are falling in line with world progress, and are helping life to strengthen and invigorate teaching. Happily, we have learned that the schools can be strengthened only by vigilance on the part of the individual teacher. It is not more studies that are called for, but adaptation to the needs of the child. This the teacher alone can supply, for it presupposes a knowledge of the child and the effect of the subjects upon him. The teacher must view his work in relation to the child if unification and simplicity are to be secured. The lack of insight and true sense of values reveals itself most surely in the belittling of great and in the magnifying of little things. The waste of time on trifles is all too common. Until fundamental principles are grasped, teaching will continue to be complex instead of simple: it will continue to be unrelated within itself, and unrelated to past or future work or to life.

The real course of study, whatever may be laid down on paper, must come to the child through the teacher. The child is dependent upon what is in the mind of the teacher, but more upon the arrangement of materials in the teacher's mind. It is through the teacher that what is in the text is made vital to the pupil. In just so far as the subject matter is vital, adequate, and comprehensive in the mind of the teacher it will come to the pupil in a vital, ade-

quate and comprehensive form. The reality of education is found in the face-to-face contact of teacher and pupil. The conditions which underlie and regulate this contact dominate the educational situation. In other words, to a great extent the success of the teacher in teaching and of the pupil in learning, depends upon the intelligent and emotional equipment of the teacher.

Education stands for more than it did a half century ago. The influences most desirable are those which tend to give power and dignity—to put the child in the line of mastery. This would mean that the school should stand consciously for culture, that it should stand for courage, that it should stand for a life of large and generous service.

* * *

Fitness for Teaching is a Matter of Daily Striving and Constant Effort

It is fortunate that teachers' work can not be done in a corner. All practical affairs have ruts with a strong inclination to follow them. The work of the teacher tends, also, to harden into a rou- upon both teacher and pupil is well known. The temptation to let the daily routine of teaching absorb all the energy is great. Yet fitness for teaching is not a matter of preliminary training and method alone. It is a matter of daily striving and constant effort: it is a matter of inspiration and fresh contact with ideals. Above his work as a teacher is the teacher himself. One who has ceased to be a student rapidly ceases to be a teacher. He may retain the name and continue the form of teaching, but the inspiration has gone from his work and the effect of it will not long be hidden from his pupils. There should be no finality. The teacher whose method is finished and complete has lost touch with human nature. Inspiration has gone out of his work. Progress is only an honest, courageous badge of service. The teacher's insights and principles should not stand still. They should ripen with years and grow fuller and richer with use. The community respect goes out to the man or woman who can do things: it is retained when the term teacher and scholar are synonymous.

A strong intellectual life in the teacher is the most powerful known stimulus in the life of the pupil. Educational theory is making less and less of the system and more and more of the individual teacher. The personal contact of teacher and pupil is the best the school can give. The unconscious influence is inevitable to great personality. The great teacher knew it, and contented Himself with personally training twelve men.

Educational value is not an inherent quality in any subject. A subject is educational only as it fits the time, the place, the child. To teach involves a knowledge of the individual pupil, and an esti-

mate of the effect of various influences. By a study of what the pupil is, we learn of what he is capable. This leads to the statement, then, that the arrangement of subject matter depends not upon logic, but upon the development of the child. When attention is centered upon the child, the importance not only of discovering what is best but the necessity of doing it rests with the teacher.

* * *

Books and Magazines

This is a book which is not as well known to the teachers of the State as it should be. It is the story of the life of California's greatest teacher, a man whose influence will never be forgotten. Its style and manner are characteristic of his life, serene, gentle, sympathetic and unassuming, but at the same time strong and tremendously effective. How much he did and in how many great things did he have a part! Nothing more than a reference to this record of his life is needed to cause those who sat in his classes or saw his familiar figure upon the campus of the University to become eager to read it. And if the other teachers of the State would catch the spirit in which he worked and learn the secret of his preëminent success they should not fail to read it, too.

Professor Le Conte came of Huguenot stock, of a family whose earlier American representatives lived in New Jersey and possessed property in the South. His father, Louis Le Conte, undertook the management of this property and made his home upon the plantation in Liberty County, Georgia. Here Joseph Le Conte was born in February, 1823. His mother died when he was but three years old and his father, who had studied medicine and was deeply interested in all departments of science, in order to divert his thoughts from his grief, fitted up a chemical laboratory and occupied himself with experimenting there. Thus the child was introduced to a laboratory almost as soon as he could walk, and the interest of a nature-loving parent undoubtedly had much to do in determining the scientific bent of the son.

He pictures his life upon the plantation as spent in a veritable educational Arcady. In those days everything was done upon the plantation; leather tanned, shoes made, houses built, cotton grown, ginned and baled, rice raised, harvested and thrashed, and even the smithing of the estate was done by the slaves who belonged to the household. "Far away from any city as we were, whatever we wanted we were compelled to make. If we wanted marbles, we made them, and excellent marbles they were. If we

The Autobiography of Joseph Le Conte, edited by William Dallam Armes. New York: D. Appleton & Co.

wanted kites, we made them, and none better were ever made. We, of course, wanted bows and arrows; we therefore made them—as fine bows and as exquisitely finished arrows as I have ever seen. We had an ambition to have pistols; we made them also." In addition, they made boats, rode horses, hunted, fished, swam and climbed mountains to their hearts' content, and grew up strong, daring and skilled in many things, with but little formal education. Then came college life with its never-to-be-forgotten friendships, and after it the study of medicine in New York, with a camping trip through the Northwest among the Indians who still possessed the land. After enjoying life in a "noble way," Dr. Le Conte took up the practice of medicine only to discover that he was by nature and temperament formed to be a scientist. Then came two years of study with Professor Agassiz at Harvard, of whose method he writes: "The first task Agassiz set us was characteristic of the man. He thought a while, then pulled out a drawer containing from five hundred to a thousand separated valves of Unios of different species, all mixed together, and said, 'Pair these valves and classify into species; names no matter; separate the species.' He left us alone, very severely alone. We worked on those shells for one whole week, the Professor looking at our work from time to time but making no remark. Finally we told him that we had done the best we could. He examined the results carefully and was much pleased. It so happened that just then there entered the room a friend of his from Europe, Ampère, the son of the great electrician. He introduced us and remarked that these pupils of his had just amended correctly the classification of Lea, the great authority on Unios. I give this only as an example of his method of teaching. He consistently carried it out, with some modifications. He set us tasks, and we worked unaided save for a hint here and there."

Next came a dozen years of teaching in Oglethorpe University, the University of Georgia, and South Carolina College, and then the war. Professor Le Conte very reluctantly, like many others in the South, felt compelled to throw in his lot with the Confederacy. He was appointed chemist of the Niter and Mining Bureau, with the rank and pay of major. It would be difficult to find a more vivid picture of the terror and havoc caused by Sherman's march to the sea than the one which he gives of the fate of his own family, and of his own efforts to elude capture by the Union soldiers. Life in the South was intolerable during the carpet-bag period and Professor Le Conte, in 1868, at his own request, was made a professor in the newly founded University of California. His great work there is known to every one in the State. Of it he writes: "My intellectual activity was powerfully stimulated by coming to California. I threw myself into my work with all my energy. I enjoyed teaching,

and this made my teaching correspondingly interesting to my students. I never tire of my subject; though I have gone over my course in geology nearly fifty times, I am still as interested in it as ever, and though the whole subject is perfectly familiar to me, never enter my lecture-room without two hours of intense preparation. I must revive my interest, must get up steam. * * * Whatever success I have attained in teaching has been the result of my intense interest in my subject and in my students."

* * *

Of the making of books on arithmetic of the usual sort the world is ready to agree that there should be an end. They are harmful for many reasons, but chiefly because they are wastefully unintelligible and needlessly full of unprofitable chapters which should have no place in a schoolroom arithmetic, while their problems seem to have been selected to puzzle the mind rather than inform it. Teachers who are given to criticizing their own work have long been praying that some prophet of better things would arise and write a book which would omit the useless parts and include problems not so much for their difficulty as for their similarity to the calculations of everyday life. Their prayers have been heard, for two teachers whose business it is not merely to teach mathematics but more to find out what parts of mathematics are worth teaching in the schools and how they may best be taught, have written such books. Undoubtedly there is still much to be desired in them, but they are at least constructed from the pedagogical standpoint.

Professor Smith says for his book that it was written for the use of "those teachers who wish to preserve the best that was in the old-style arithmetic, with its topical system and its abundant drill, while giving to it a modern arrangement and securing 'mental discipline' through problems of to-day rather than through the tiresome, meaningless, unreal inheritances of the past." There are a number of problems in this book such as a statistician might be called upon to solve, together with many undated references to the quantity of corn, wheat, fish, etc., produced in certain localities "recently" or "in a certain year," and there are a number of problems more or less like those which arise in business. But the bulk of these problems are no more like "the problems of to-day" than those of Diophantos are. They are just the "old" problems plentifully interspersed with vague references to business conditions. The child is asked to solve problems in which

Arithmetic. Books I and II. By J. W. A. Young, Ph.D., Assistant Professor of the Pedagogy of Mathematics of the University of Chicago, and Lambert L. Jackson, A.M., Head of the Department of Mathematics, State Normal School, Brockport, New York. New York: D. Appleton & Co.

Grammar School Arithmetic. By David Engene Smith, Ph.D., Professor of Mathemathics in Teachers' College, Columbia University, New York. Boston: Ginn & Co.

numbers are employed which have some indefinite and fortuitous relation to affairs of daily life. He is not asked to solve problems which are like those which arise in everyday life much more often than he is in the old-style arithmetic. As for business practice, we can not see that one could learn a whit more of it from this book than from a score of others already discarded. Business appears in the wording of the problem rather than in the numbering involved. And many a keen pupil will grow weary of being given old-fashioned and abstract problems which are made by the introduction of an adjective only to seem to be practical and concrete. Professor Smith has not given us such a book as is needed; he has merely revised the wording of an "old-style" arithmetic, and rearranged its divisions.

Very different, indeed, is the other work. In it we have a thorough recasting of the usual forms. Such of the old divisions as seemed to be useful are retained and there are as many exercises for the pupils as the most persistent drill-master will require. But the problems are such as arise in the occupations of men everywhere and so concrete are they that the pupil will frequently forget that he is only doing sums in school, while solving them. Not only are the problems concrete and lifelike, but they are explained and set by pictures, diagrams and descriptive text, which not only make them plain but indicate the occasions in which they arise, and impart a considerable knowledge of business practice. If the child is asked to count he is asked to count objects pictured in the text, or in the schoolroom. The same scheme is used in introducing him to the combinations of the four rules. He is given a printed price-list such as dealers use and asked to compute the cost of purchases made according to it. Exercises in paper folding and with clay models are set for him. He is required to find the length of lines and figures drawn to scale. Problems in rent, interest, banking, etc., are illustrated by literal copies of such papers as are employed in actual business, not merely by printed forms unnaturally unlike the originals. But the books must be seen to be adequately appreciated. To us they seem to be the best result of the Perry movement which we have seen. If it be asked of what use will they be to teachers who must use another text, we can only say that to teachers of one book they will be of no use whatever, but to teachers of two books, or better still, of the subject of arithmetic, they should be of the greatest service.

* * *

Weighing and Measuring Education

Dr. J. M. Rice, editor of the *Forum,* contributes a paper to the last number of that magazine under the title, "Why Our Improved Educational Machinery Fails to Yield a Better Product." His answer in general is, because we do not work for results and do not weigh and measure our product. We should like to agree with Dr. Rice in his contention but we can not. He seems to

be carried away by his own figures of speech to the extent of believing that education is an exact science whose results can be reckoned up like the dollars in a bank or the pounds of butter in a store. If education is a process of acquiring tricks his contention will hold, for the difference between knowing the trick and not knowing it is very plain. But we thing education is somewhat different. To his critics Dr. Rice replies somewhat unfairly employing a very ancient fallacy, "I do not see on what other hypothesis it is possible to explain the contention that the least important of a lesson in arithmetic is to teach the children arithmetic; the least important part of a lesson in punctuation is to teach the children to punctuate; the least important part of a lesson in spelling is to teach the children to spell; the least important part of a lesson in penmanship is to teach the children to write." Nobody said so, but only that these are not the most important duties of a school teacher. Fully expanded, the argument implied is, since arithmetic, punctuation, spelling and the other definite subjects together make up the work of the school, the teachers fail in just the degree in which the pupils do not master these definite subjects. Q. E. D. Getting results in arithmetic, punctuation, spelling and the other studies is the most important obligation of the teacher. We have said that this is a fallacy, for the reason that there is no single situation in life, school life not excepted, where arithmetic is the most important thing, or punctuation or spelling the most important thing. Arithmetic is only a part, to erect it into a thing itself in teachers' minds and children's minds is educational perversity. If Dr. Rice wants results in other and more important directions *together with* better results in acquiring a knowledge of these subjects, he should say so. No one could reasonably take exception to such a demand. But let us not disregard other considerations and begin invoicing the increased contents of immature and unorganized minds solely by definite and well organized results in arithmetic, punctuation and spelling. And let us not be too ready to judge the work of the teachers on that basis alone. The psychologists say that that way leads to a parrot-phrasing intellectual perdition.

* * *

We quote from the *Educational Times,* London, the following summaries of two important educational addresses:

Prof. Rein on the Need for a Practice School

Professor Rein of Jena, speaking at Manchester (June 15) on the use of a practicing school, said: A hundred years ago Kant said: "First we must have practicing schools and then we can have normal schools. That is to say, we must have schools in which we may seek new methods and try new theories." Kant's words were spoken to dull ears, but lately their importance was understood. Men were found in Germany who made Kant's words a reality, and through them the reforms had progressed.

From those schools established at the different universities thorough teachers, men and women, had gone forth—thorough because in their training theory was combined with practice. They would laugh at any man who put outside his house a notice: "Here swimming can be taught, but there is no water." That was what some of the universities had done in the past. The importance of a practicing school was two-fold. In the first place the practicer of education himself needed a practicing school, so that his theories should not be unworkable. Secondly, the practicing school was necessary for the training student. Without a school he (Dr. Rein) would not like to be a professor of education. He would say that he could not undertake the training of teachers, for it was in the school that they must encounter the difficulties of the subject. Natural aptitude differed in different beings, and depended upon the enthusiasm and the love of the teacher. The methods of training teachers which had been undertaken at Jena had been proved, and their importance had been recognized by the Government. When his predecessor, Herbart, died, the Government determined to maintain both the professorship of education and the practicing schools, because they had gained experience that thorough teachers were trained in those institutions. In Jena they had first the *Theoreticum,* one day in the week, when the student must present some new piece of independent work, to show that he had acquired the requisite knowledge; secondly, they had the *Practicum,* also held every week, and each member of the *Seminar* must show that he had sufficient practical knowledge of teaching; and, thirdly, they had the *Criticum,* in which the experimental lesson was discussed and criticised. It was not wished that the students should only retain what they had learned, but the object was to develop their independence of thought.

* * *

A lecture which Professor Rein delivered at Owens College (June 15) is reported as follows:

The Aim of Education

The aim of education [he said] was to make life worth living, to achieve some absolute standard of moral worth. He referred to the ideals of ecclesiastical culture, to the ideals of the state, and to the practical ideals of civilization. Ideals must not be delayed until a nation had found the wealth to indulge in them. The German people had been largely influenced by Greek ideals, which were not wholly in harmony with modern democratic condition, and had been modified in popular opinion, and now by the state in the ideals of the industrial and scientific world. But science, while it had discovered much, had revealed some secrets beyond its gaze. Art had also offered its ideals, but æsthetics could not be severed from morals, a fact exemplified by the fate of Greek culture. In Germany to-day the neglect of art in earlier

times had led to excessive devotion to art at the expense of the highest and noblest ideals. This highest and noblest lay in the moral life—here and not elsewhere—and was the test both for the individual and for the nation. The individual alone could only be an egotist; society could make him a moral being, for the common life demanded self-sacrifice, and from self-sacrifice sprang the highest type of life, creating a system of moral law which in all ages had controlled the moral life. No development of moral culture could set aside the Ten commandments. The Christian state was only Christian when it cared for the whole society, and this was the merit of the social order in Germany: it cared for the whole in the interest of the individual. The old morality based on the needs of the common social life must always be supreme in spite of all attacks from schools of philosophy. He appealed to the audience, and especially to teachers, to ponder well upon the deeper tendencies of the age in the region of ethics, and to resolve whether Kant was right in prescribing the laws of the moral life as permanent elements in human existence.

* * *

How America Was Named

Mr. Alfred Webb writes in the *British Friend* (June) on the origin of the name "America":

A group of scholars was brought together in the first decade of the sixteenth century in the little town of St. Dié in the Vosges, between Strassburg and Nancy. One of these was Martin Waldseemüller who devoted himself specially to geographical studies and the preparation of maps. A text-book explaining the meaning of geographical terms and the symbolism of cartography was issued from the private press of the St. Dié Academy in 1507. Humboldt was the first to draw attention to this book and to the suggestion therein contained, which was destined so profoundly to effect nomenclature:—"Alia quarta pars mundi] per Americum Vesputium. . . inventa est, quam non video cur quis jure vetet ab Americo inventore, Sagacis ingenii viro, Amerigen quasi Americi terram sive Americam dicendam; cum et Europa et Asia a mulieribus sua sortita sint nomina." Martin Waldseemüller was therefore, without doubt, the namer of America.

* * *

A Chinese School Boy's Essay

Illustrations of the success of foreign students in learning English are always interesting, but much more than a literary interest is aroused by what Ngo Yne Yan, a Chinese boy in the third year preparatory class of Canton Christian College, wrote upon the subject, "How I Can Make My Life Help My Country Most"

"The first thing I must work very hard in the school and try to get more truth, wisdom and strength. Then I use these three

things and sacrifice my life to help my country. Because if I have no truth although I have wisdom and strength yet I am as wick [weak] as a lower animal. If I have truth but I have no wisdom and strength then I am just like a wooden man. And if I have truth and wisdom, but I have no strength then I can not be a perfect man. And if I do not sacrifice my life, then I can not do anything."—*The South China Collegian.*

* * *

The writer of this article put the following question to an institute of fifty teachers:

The Source of the Teacher's Influence

"Recall the teacher whose life and teachings have had the best influence upon your life, and note the ruling characteristics in that teacher's life who had this influence for good."

The answers were to be written in full, and from these answers the following syllabus is submitted. It is interesting to note that all who answered this question have agreed upon the significant testimony that it was the genuine character of the teacher and personal interest in the pupil which counted most in this influence for good.

ANSWERS.

1. The teacher whose influence over my life was best, is remembered for his sympathy and kindly interest in each pupil personally.

2. The teacher having the greatest influence over my life was personally interested in my future success. I admired his learning and his Christian character.

3. The teacher who has been the greatest factor for good in my life, possessed the characteristics of honesty and sympathy. His sympathy toward me was born of his own experience.

4. The teacher who had the greatest influence over my life was one who through loving sympathy inspired me with the feeling to attempt to accomplish higher things.

5. The teacher who had the best influence for good upon me, was one in whom I could confide my hopes and ambitions and receive in return sympathy and inspiration.

6. The teacher having the greatest influence on my life, was always hopeful, aspiring, scholarly and pure as gold.

7. The teacher who led me most was one who could be one of the boys on the playground and a master of the situation in the schoolroom.

8. I remember the teacher best who had the power of holding the class to the vital essence of every lesson and every situation.

9. The teacher whom I shall always remember, loved his pupils and his calling.

10. The teacher most influencing my life, was cheerful, sym-

pathetic and capable. She taught us that our duties were worth while.

11. The teacher I remember as having the most helpful influence on my life was one who was fair-minded, sympathetic, and in some way filled me with a burning desire for higher education and life.

12. The culture, scholarship and personal sympathy for my success were characteristic of a teacher whose influence lives in my life.

13. Firmness, strength of character, and high ideals were traits of a former teacher influencing my life most.

14. The greatest good I ever received from any teacher, was that from one who encouraged me to continue my school life in the face of difficulties.

15. I shall always remember the pleasing personality and the heart to heart talks of the teacher whose life has most influenced my own.—*A. W. Nolan in the Educator-Journal.*

* * *

What is " on " especially and significantly in educational movements at the present time

Educational Movements of Today

1. Everywhere there is an abiding faith in the necessity of education. It is seen that the social order can not survive without the patient discipline that prepares the young for their place in our complex civilization. Millions of money are turned into this vast enterprise and with a good will that compliments the taxpayer for his self-sacrifice.

2. There is a growing conviction that the school must relate itself more immediately to life. Until comparatively recent times the school was thought to have discharged its legitimate function when it had furnished to the child the tools of literary culture, for it was assumed that with a mastery of the mechanics of education the individual could go forward, if he so desired, without the aid of the school. It is now seen that this is far from an adequate preparation for intelligent living. The high school with its scientific training has come to stay and until it shall so aid the young that they will feel its help in all their relations to life it will not satisfy the public mind. There were centuries and centuries of schools before it occurred to men that they were of any worth to the common man in the earning of his livelihood. What is the meaning of all this talk about agriculture in the schools—and sewing and cooking and the rest? It is explained by the conviction that education means increased efficiency in all of the activities of life and that the school must reënforce the individual at every turn.

3. It is interesting to note a certain change of sentiment in this matter. The employment of highly concrete material in teaching was first secured for pedogogical reasons. It is the child's way

of learning. Now we go further and without fear. We no longer shy away from the charge that the school is becoming "practical" in its culture.

4. The school must help to make the child at home in his world. He must find educative material all about him. His daily experiences must appeal to his intellect. They must demand an explanation and thus must keep him growing.

5. The stationary schoolmaster must look up some other calling. The world has run away from him. He is no longer equal to the occasion. Let him go!—*John W. Cook in School News.*

* * *

Teachers Must Read More

"I suppose, Mr. Greenwood, that the teachers who remain in town are doing a great deal of hard work at the public library," remarked some one this morning to J. M. Greenwood, superintendent of schools.

Mr. Greenwood, sitting at his desk, in his shirt sleeves, laid down his pen and leaned back in his chair.

"Teachers," he said, "don't read. Teachers seldom look at anything except text-books. Teachers don't know very much. Teachers don't want to know about anything except the particular thing they happen to be teaching. The narrowing effect of school teaching is something terrible to behold. No, sir, teachers who are in town are not doing hard work at all on their books. They seldom go near the library.

"Of course there are lots of ambitious ones. Teachers as a class are very ambitious. But their ambitions are limited to the one or two things they teach. The mind of the teacher does not grow normally. One part of it grows abnormally keen while the other part dwindles to nothing. Take the woman who teaches English grammar or rhetoric, for instance. She gets to know all the rules so well she can see a rhetorical or grammatical mistake as soon as the page is laid before her eyes. But that is all she can see. She loses her ideas and appreciation. When she reads at all she is absorbed with nothing but doubtful construction.

"The ordinary teacher acquires a pedantic idea of his own importance by reason of constantly dealing with children. Being constantly superior to those with whom you associate has a bad effect on any one. It has a bad effect on the teacher. The teacher might learn of other persons who are brighter than himself if he would read, but he doesn't think it necessary to read.

"I think a minister is a good deal like the school teacher. You will find the ministers who read are very few indeed. It would be a good scheme if the minister could persuade himself into disturbing his own infallibility. But he can not. He doesn't read. It would be a good thing if he were not cocksure of himself. But

like the school teachers, his lack of knowledge of human affairs betrays him.

"Teachers and preachers must work along other lines than teaching and preaching, or they will become lost irredeemably. A big question now is, 'How can we save the school teacher?' The answer is, 'He must save himself. He must work along other lines than school teaching.' He must read books and meet men and know what it is to be in business. If teachers were first business men before they were teachers it would help them.

"Too many of them are children.

"I know them. Haven't I been a teacher myself for years and years?"

"Mrs. Whitney," asked some one of the public librarian, "do teachers draw many books out of the library?"

"Very few. Very, very few," she replied.—*Kansas City Star.*

* * *

The Freeman's Oath

"And that highest of civic responsibilities, the casting of the vote, let it be undertaken in the feeling that prompted the Freeman's Oath of 1634, taken even now every year in Faneuil Hall in Boston, at the Voters' Festival, when, with uplifted hands, the young voters stand and repeat:

"'I do solemnly bind myself that I will give my vote and suffrage as I shall judge in mine own conscience may best conduce to the public weal. So help me God!'"—*The World's Work.*

Here is a great book, greatly written. It catches your interest in the first chapter and holds it to the end. It spreads out to view a vast unknown mysterious region which is in the midst of our own country, and brings before the eyes an unknown people with all their mysteries, their wierd religious rites and superstitions, and the attempted civilization of them. Vague reports of these cliff-dwelling folk have crept out to our ears and got into fragmentary paragraphs, but Mr. James takes us into their homes and fields, and burial places; he introduces them to us individually, and tribally, face to face. Few people know really anything about the Painted Desert, fewer still know anything of the people who inhabit it. It is a fascinating subject, but one most people would prefer to learn from the experiences of somebody else; for it requires nerve, endurance, daring, and the willingness to take your chances with "those who come not back," if you would learn by your own investigating. The book is handsomely

The Indians of the Painted Desert, by George Wharton James. Little, Brown & Co., Boston.

and profusely illustrated with photographs taken by the author of the desert strangenesses and of the Indians, after he had convinced the Indians that the "sun pictures" would neither kill nor bewitch them. It is a valuable addition to American literature.

* * *

The Starting Point of American History

It has too long been the custom to consider the landing of the Pilgrim Fathers at Plymouth Rock as the beninning of history in the United States, and to ignore all that happened after the discovery by Columbus until the arrival of the Puritans. Such teaching in the schools is not only at variance with the facts but is positively detrimental to the best interests of the rising generation.

A step in the right direction is found in a little book, just issued, entitled "Stories of El Dorado," by Frona Eunice Wait, a well known local writer, and intended to show the beginnings of American history. The book is for use in the grammar grades of the public schools, and consists of twenty-seven stories. The first fifteen treat of the myths and legends of El Dorado—the man—who was the sun-god and culture hero of the primitive red men from Alaska to Patagonia. The fact that the Indians everywhere expected his return, and that he was said to be a bearded white man, accounts for their friendly attitude towards Cortez and other Spanish leaders appearing first among them. Columbus, on the other hand, could induce only convicts under sentence of death by garretting, to accompany him on his voyage of discovery, and these were promised full pardon by Queen Isabella and untold riches by Columbus as their special reward.

Gentlemen of quality at that time rather prided themselves on their inability to read or write, so that the convicts were ignorant as well as unscrupulous and greedy. It took no violent stretch of imagination for them to twist El Dorado into something rich and golden, instead of the corrupted name of the Indian Messiah. As a result, we have today the Rubric attached to all legal documents executed by Latin Americans. It is not enough that the official is able to sign his name—his rubric, or mark, as in days of old must be a matter of record also.

El Dorado is still a household word for great riches, and the poor Indian looks to the sun for deliverance from the ills he com-

RURAL SCHOOL NUMBER

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SEPTEMBER, 1904

EDITORIAL

The August number of THE JOURNAL marked the completion of a year of publication under the new plan. We may take, we trust, a pardonable pride in having attained a measure of success in fulfilling our promise of a year ago. During this period THE JOURNAL has been a coöperative undertaking. Its editorial pages have been contributed by several educational workers. It has printed a series of timely articles upon important educational questions, most of them original contributions, some of them addresses and papers of the greatest value but not readily accessible to the teachers of the State, which it has reprinted from other journals. It has furnished brief notices of the more important books which have appeared during the year, and supplied a monthly review of contemporary educational periodical literature. Recent numbers have contained several pages of instructive material upon the plans and purposes of the States Teachers' Reading Course. The department of school news has been a feature of each issue, and though the department of methodology has not as yet been successfully organized it has by no means been forgotten and will not be overlooked in succeeding numbers. Such in brief has been our plan and such will be our plan for the future. There is the greatest need for just such work done in the best possible way. And further, we are convinced that the State is wise in placing a professional magazine in the hands of every teacher who presides over a school within its boundaries. Such a magazine is a necessary feature of a state system of education. An organ for the promulgation of official acts is indispensable, but any magazine which contained nothing but official material would fail of its purpose, for it would not be read. Consequently an official organ must contain more than a transcript of official proceedings. To be read it must appeal to the general interests of its readers.

On Plans for the Future

Education is a tremendously vital issue, which can not receive too much attention. To spend millions of dollars for schools and not a cent to keep the teachers in them alive to their work and informed upon what is being said and done about it in other sections of the country, is to expect the machine to run itself. The State is in duty bound to make the State school system as effective as possible. This involves a means of intercommunication, a constant emphasis upon professional efficiency, a perpetual reiteration

of the demands of professional ethics. A school journal which is not forced to eke out an existence by currying favor with any individual or class connected with the schools and is not compelled to spend half of its income in maintaining its subscription list but can devote it all to making its pages as effective as possible, can reasonably hope to be of considerable service in the cause of education. This is our situation, and to make THE WESTERN JOURNAL OF EDUCATION as useful as it can be to the teachers of California is our one desire. To this end we invite the hearty co-operation of the school officials of the State. The clerks to whom the issues are mailed will aid us much by seeing that they are promptly filed in the schoolroom as the law requires. Superintendents will serve both us and themselves by calling the attention of their teachers to the magazine and helping us to improve it by suggestions and criticisms. The pages of THE JOURNAL are open to every one, provided only that its standards are met. It is not a money-making venture. It does not exist for the aggrandizement of any one. It is devoted to the cause of good schools, through better equipment, better courses of study, better school management, more money for education, an equal chance for every child, and above all, better training for every teacher and the inculcation of a high sense of professional honor among those who follow "the supreme art" of preparing the next generation to live well.

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The Rural School Number

This number of THE JOURNAL has been prepared in the hope that it would be of special service to the rural school teacher. In it will be found articles containing helpful suggestions for the teaching of every subject in the required course of study. These articles are necessarily brief and far from being exhaustive. Our one aim has been to make them helpful. The only assumption we have made is that the teachers in the rural schools are working to perfect their work.

The rural schools have a very honorable place in our educational system. Every college in the land is proud of the men and women that have come from them, and anxious for more of their serious-minded, hard-working, well-informed boys and girls. Every student of education recognizes the fact that the farm-bred child is apt to be much better educated than his city cousin. The first lesson which the country boy learns is that people must work for a living, and next he learns how they work for it. The city boy is apt to conclude that if people are smart enough they can make a living by their wits. He not infrequently starts wrong. The country child starts at the beginning, the city child a long way from the beginning in his knowledge of nature and of human industry. The country teacher envies the city teacher because of her well-graded school, and wishes she might change places with her. The city teacher returns the compliment by wishing for pu-

pils who had a better chance to learn outside of school. Teaching one grade she finds becomes in time a mechanical process, to teach in ungraded schools would at any rate be interesting. There are compensations in either case, and the conditions are nearer even than they seem. But in one respect there is a great difference. The country teacher is thrown almost entirely upon her own resources. There is no principal to guide, no superintendent to make frequent visits and offer many suggestions, there are few teachers' meetings, and hardly any books. Communication with other teachers is not easy, and courses of study are not usually detailed enough to be very helpful. It is to meet these conditions that the present number has been planned.

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On Professional Conduct

"Nor is it right for any one about to be elected to office to solicit a place; for every person who is fit to hold office, whether he chooses it or not, ought to be elected." These are the words of Aristotle, the wise, in his Politics. Another ancient writer, in discussing the choice of a teacher, says: "It is a thing most extremely absurd when, as ofttimes happens, men, though they know and are told beforehand by those who understand better than themselves, both of the inability and debauchery of certain schoolmasters, yet either being overcome by their fair and flattering speeches, or prevailed with to gratify such friends as speak on their behalf, they nevertheless commit the charge of their children to them. This is an error like to that of the sick man who to please his friends forebears to send for a physician who might save his life by his skill and employs a mountebank who quickly dispatches him out of the world. In the name of Jupiter and all the gods, tell me how can that man deserve the name of a father who is more concerned to gratify his friends' requests than to have his children educated?" Plutarch was right. The teacher can not be chosen on the basis of pleasing one's friends. And Aristotle was right that the person who is fit to hold office must be selected because of his fitness and not because of his solicitation. It is unlikely that more than a score of people could be found west of the Rocky Mountains who would assert that a teacher should be hired for any other reason than her fitness to teach. Practically everybody believes that competency is the one thing needful and practically everybody is genuinely interested in the welfare of the children. Yet when teachers are elected our practice is as bungling and ineffective as it well can be. We have not yet developed a method for carrying our pious sentiments into effect. We wish the children well, but when the time for appointing a teacher comes round it is usually the one who has influential, active and sometimes unscrupulous friends who is chosen. Appointing boards have gotten into the habit of asking for "indorse-

ments," and teachers are accustomed to "campaign" for places. In the name of Jupiter and all the gods, that person is not fit to guard the interests of any living thing who prefers to please his friend rather than consult its welfare, and that other person who confuses the issue by using "influence" of any sort, other than plain proof of competency, is not fit to train the young. The cry against the growing corruption of "politics" is ever in our ears. With one accord we protest that the welfare of men is too serious a concern to be parcelled out by the spoils system. But church offices and school offices are campaigned for, fought for, flattered for—even bribed for frequently in the most shameless fashion. He who seeketh justice in a court of equity must come with clean hands. The teachers who complain of "politics in the schools" will find politics there just as long as they use politics, and no longer. Let them wash their hands of influence, pull, sycophancy, getting the minister, lawyer, doctor, the politician, their influential friends, or even their parents to "speak a word" for them and the whole matter of school appointments will at once be put upon another basis. This means that when you make application for a place you shall have sufficient self-respect and independence to say, "Here is my record. This is what I have done, and this is the only proof that I am able to offer as to what I can do." But you say, perhaps, "I will not get the place, then." Quite true, you may not get it, but if your record is good you will get a better place which nothing but a good record can get. There are not enough people with good records to fill all the good places. Suppose you try the other method, what happens? Your father gets you the place and the whole community looks upon you with suspicion from the first. Somebody else does you "the favor" to get it for you, almost as much suspicion is aroused and somehow or other you must pay back that favor. You have been bribed, you are now a servitor. It is this accumulated indebtedness for favors which should never have been contracted which keeps the schools in politics and the schoolmasters in fear and trembling. Their energy must be spent outside the schoolroom in keeping their "friends in line," and the children suffer because those who serve them have two masters. The whole process is dejecting and dispiriting. The schoolmaster who follows it is a favor-seeker. He has sold his dignity and bargained away the honor of his occupation. Teaching can never become a profession as long as such practices obtain, for teachers will neither be able to respect themselves or to be respected. One instinctively feels that the capable physician or the tried lawyer does him a favor to take his case, not that he does them a favor to ask them to take it. The teacher would be treated on this higher level, too, if he would but put himself upon it. There is a professional code which the lawyer and the doctor, who are honored, recognize. That code has made

their calling honorable. It frequently has kept them from making money. And if teaching is to be the dignified and worthy influence it should be, teachers must as a body begin to recognize some things as beneath them and refuse to do them upon any consideration. The State Teachers' Association has adopted a code of professional ethics which has also been adopted as a rule of the State Board of Education. It has also been approved by one or more county boards. That code is very simple. It reads: First—It shall constitute unprofessional conduct for any one holding a teacher's certificate to submit any argument or plea, in obtaining or retaining a position, other than those constituting evidences of professional competency; or knowingly to permit any other person, in behalf of the applicant, to do that which is defined above as unprofessional conduct on the part of the applicant. Second—It shall constitute unprofessional conduct for any one holding a teacher's certificate to seek a position which is not legally vacant. To carry this new policy into effect it is necessary that each and every teacher should try to live up to it, that each and every county and appointing board should enforce it and require every applicant to present the evidence of his fitness to teach in writing, and to refuse to appoint any one whose friends came in person to plead his cause. All this will not be enough. The chief responsibility rests with the schools which prepare teachers. Let them adopt a strict rule to withdraw their professional indorsement from any one of their students who employs any means other than those prescribed as legitimate, and the standard will be set for the State. In this way, and in this way only, can the schools be removed from the baneful influences of "politics," and in this way, perhaps, much can be done to improve the civic tone of the commonwealth.

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What Knowledge is of Most Worth?

The aim of education is virtue, wrote Herbart, and in so doing he only repeated the familiar words of Socrates, Plato, Aristotle and of all the thinkers who have meditated deeply upon this question. The aim of education is virtue. The sum total of its results is character. Its first principle is that man is not born, but made. "Pedagogy is the art of making men ethical. It looks upon man as natural and points out the way in which he is to be born again." The child is born a natural man, with instincts and impulses inherited from a long and undeveloped ancestry. He must become a social man, guided by clear comprehension of the meaning of work, justice, honor, patriotism, love of humanity, truth, laws, duty. "It is in the first school," said Comenius, "it is in the first school that we must plant in a man all the seeds of knowledge with which we wish him to be equipped in his journey

through life." One can do without arithmetic, he can do without grammar, he can even be a fairly good man without the ability to read and write, but he can not be a good man unless he has learned that work is the beneficent law of the world, that honesty is more to be prized than money, that dependableness is the best asset that any man can have. These are the lessons that every one must learn before he can live in society, and the common school which exists to prepare every one to live well must put these lessons before all other lessons. This means that the teaching of righteousness is the most important teaching. In proof of it, the teacher of righteousness has always been and will always be the most important teacher. The great books of the world which have nurtured the race of men are great because their theme is great, is righteousness. Righteousness is synonymous with social living. It is nothing else than the way in which men must feel, think, and act in order to live well together. We have said that some have, in a measure, learned this lesson outside the schoolroom. This is true, but it is the exception. Reading and writing, arithmetic, indeed all the school arts, have been devised to help men to a vivid picture of the world and of the life of man. They are not ends in themselves, they are only means to ends. They are not knowledge; they are only aids to knowledge. Sometimes teachers are told to teach the regular school subjects *and* to give attention to character building. Virtue can not be taught in didactic lessons by itself. It does not exist in that form, and the instincts of children are quick to discover that it should not be presented in that way. The true way is to teach the necessity of work, honesty, love of country, obedience to the laws, regard, yes, love, of our fellows, and all the other social virtues the possession of which is character, *through* the subjects of the course of study. These are the things most needful to be known, and the subjects of the course of study are relatively important in the degree in which they impart this information. History is the most important subject when it makes the pupil acquainted with the strong men of the nation. Reading poetry and music are most important when their theme is the lives of the heroes of humanity. Geography is important in just the degree that it teaches the lesson of man's life upon the earth. Nature study is important in the common school just in so far as it exhibits man's struggle for life. And so it goes. Each of the studies is important in the degree that it makes one acquainted with the ways of the world and fits him to take part in its life. This is the content which the different subjects should furnish. Let us say that this is the knowledge of most worth and should therefore be given the first place in the schoolroom. But one can only make a beginning of learning there. One can only get fairly started when he must

leave school and begin the work of active life. So something more than the seeds of knowledge must be planted. The pupil must be taught how to study in order that he may be able to go on with the work of learning. So to teach one's pupils how to study is as important as to introduce them to the knowledge of most worth in life. There are some educators who maintain that the mastery or arithmetic, reading and writing is the most important work of the common schools. It is hard to see how they can prove their assertion. The common schools do not exist to impart a mastery or finished knowledge of anything, but merely to plant the seeds of knowledge. Exactness and finished skill come with age, they do not belong to youth. Those teachers who undertake to force their pupils to a thorough knowledge of arithmetic, reading and writing are not only seeking what is psychologically impossible on the part of children, they are at the same time preventing them from making a beginning of other forms of knowledge which are more necessary. Undoubtedly these instrumental studies should be pursued and that degree of skill which is reasonable should be sought in them, but by themselves they are of a third-grade of importance in the common schools, and should not be given more attention than is due them. Knowledge of ways of living comes first, knowledge of methods of learning second, and knowledge of special techniques third, in the scale of values. Those schools which graduate their pupils with something like a passion for worth and with a sufficient insight into life to see that human beings must work their way and are of equal value in so far as their deeds contribute to the common good, will serve in the best way. All other schools will be poorer than they.

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On Not Being Discouraged

Every occupation has its own special arsenal of phrases and arguments in which it puts forth its claims to popular attention and defends itself when attacked. On the other hand, every occupation is regularly assailed by certain conventional forms of criticism and abuse. The faults of clergymen and dressmakers are stenciled upon the popular imagination. The chances are a hundred to one that the new minister will be criticized in one of five or six well-known ways. So it is with the teacher. There is an old stock of epithets, some of which, no matter what she does, will most likely be applied to her. To meet them it is necessary to accept the fact that no human institution and no form of work was ever so good as not to be criticized, carped at, ridiculed, even. It is the way of the world, an unkind, heart-breaking way, but perhaps necessary to the proving of all things. Personal criticism must be met by keeping one's conscience clear. Professional

criticism must be disarmed by professional confidence. Some people will say that education is an expensive, bothersome and unnecessary luxury. They will prove their contention by pointing to "self-made men" in the community or in the nation. But upon looking closely at these self-made men one will find that they have either had some of the advantages of education or have been very badly made. The statement is sometimes made, even by people who ought to know better, that education makes criminals. It is not true, as can very easily be proven. Another popular objection is that education does not prepare for life. The common schools are not trade schools. They do not attempt to make professional farmers, clerks, carpenters, calculators or readers. They do attempt to impart certain first lessons in the most useful subjects and if these lessons are not taught in such a way as to prepare for life the fault does not lie with education, but with the lack of it in particular schools. Another conventional reproach is that education is not a science. No facts have been established in it. It has no principles, teachers can not be trained, their work is only a hit-and-miss proceeding at best. The same could be said and is said with nearly equal truth, which is no truth at all, of almost every department of study. Another class of critics object that schoolmasters are always quarreling among themselves; that they can never get together upon any new proposition, and can not even work together in harmony. This is in a measure the misfortune of every craft. "Potters hate potters, bards quarrel with bards." A certain contentiousness is to be expected. The pot must be stirred. Heaven even is not a place where people wear dress clothes and preserve their society manners. Differences, criticisms, discouragement, are signs of growth. To learn to reckon with them and to keep one's self unruffled by them, is the part of wisdom. They should make but little difference, for after all, just one satisfaction is necessary, and just one may be expected —the satisfaction of the work. It offsets all difficulties and privations, for as in the confession of Henry Morton Stanley, "No honor, no reward, however great, can be equal to the subtle satisfaction which a man feels when he can point to his work and say: 'See, now, the task I promised you to perform with all loyalty and honesty, with might and main, to the utmost of my ability is to-day finished.'"

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The Standard of Graduution from a Grammar School

In a long historical study of the common schools, from Colonial times down to the opening of the twentieth century, we have found at no period any substantial agreement about a common standard of graduation from elementary schools. For a long time the accepted standard seems to have been that the pupil should have ciphered through the text-book on arithmetic, memorized the text of the geography, spelled through Webster's spell-

ing book, read through a series of readers, gone through a text-book on grammar and "learned to parse." Now this was a very variable standard, because some of the text-books were easy and some were hard.

Then there began the age of written examinations. A comparison of sets of examination questions from 1850 to the present time shows the widest possible divergence in the schools of different cities from stupid questions to utterly unreasonable ones.

As a case in point, we recall the fact that, about twenty years ago, we submitted the official set of questions in arithmetic prepared by official authority for the pupils in their fifth year at school, to a normal class made up exclusively of high-school graduates, and the class average was only sixty per cent. Comment is unnecessary. Unconsciously are we not to some extent following the old-time standard of "going through the text-book"?

Now, in the matter of arithmetic, Professor Frank A. McMurray of the Teachers' College of Columbia University, President Charles W. Eliot of Harvard, Professor Paul H. Hanns of the pedagogical department of Harvard University, and a score of other modern teachers are doing pioneer work in clearing away some of the accumulated rubbish of the past, and calling attention to the pressing need of some new standard in accord with enlightened common sense.

How long must the blind worship of the past hold teachers and pupils in superstitious bondage? Is it not possible for a committee of the council of education of the State Teachers' Association to agree upon a few salient points in respect to the examination tests for pupils who are to graduate from our elementary schools? Absolute uniformity we can not reach; can we agree upon *anything?* Or must we remain in bondage to the old text-book standard, supplemented by crude written examination questions, based largely on the most useless of the obsolete methods still retained in many school text-books?

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To District School Trustees

You belong to the great army of school officers who serve without pay, after the manner of the school trustees in New England, where the common schools were established about the middle of the seventeenth century. Your office is the foundation stone of the American common school system. Your reward for service is higher than any money consideration because you are doing a part of your duty as an American citizen.

You are the executive agents of the public school department. On you depends, in a great measure, the usefulness and prosperity of the schools. It can not be reasonably expected that you will neglect your own business to visit the schoolroom, but it is your

duty to employ competent teachers and pay them fair salaries; to keep the schoolhouse in repair and to look after the sanitary condition of the out-buildings; to buy library books, maps, charts and school appliances.

The clerk of the board of trustees may reasonably be expected to keep his books accurately; to read the WESTERN JOURNAL OF EDUCATION, the official organ of the State Board of Education and of the State superintendent, and having read it, to pass it over to the teacher of the district school.

You ought to drop into school two or three times a year, not to make speeches to the pupils, but to see how well the teacher is doing her work, and to commend her for it. The good teachers in California need commendation for good work. A cheerful word of deserved praise is what many good teachers seldom hear.

Finally, to close this short sermon, if you have a small surplus of school money on hand at the end of the year, and your teacher has done satisfactory work for several years, raise her salary at least five dollars a month. We have in mind a case in point. In the rural district in which we live, we learned from the county superintendent that there was a surplus, on the first of July of this year, of $100. We called on the trustees and suggested to them that they ought to raise the salary of the teacher five dollars a month. They all said at once, without a word of dissent, that they would do it. The teacher deserved the increase. They simply had not thought of it until we suggested it.

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An educational theory is wanted that will be the quintessence of the accumulated experiences of the finest wits among generations of scientific teachers.

We shall have these teachers and this theory when once it is realized that man can be made by man and his destiny shaped to the highest ends.

The quality of the intellect of the rising generation depends upon the quality of the instruction given in the class-room; the quality of the instruction given in the class-room depends mainly upon the quality of the teacher who gives it; the quality of the teacher depends upon the possession of native and acquired gifts not usually commanded by the wages of a mechanic and the tenure of a pot-boy.

There is no real hope of any substantial improvement in the conditions under which the teacher works as long as they are left to depend upon the initiative and the generosity of Local Authorities.

It has been said that a nation gets just the quality of education it merits. The English get this, and a little more in charity from the teacher.

Some Principles Which Should Effect a Rural School Curriculum

1. Under favorable conditions the best body of teachers to undertake the formulation of a rural school curriculum in this State will always be the county board. The State Board of Education stands too remote from the actual horizon of any child or group of children in the State to undertake intelligently the necessary work of special adaptation of subject matter to individual environment. Just the same difficulty would hold good in the case of any central committee appointed specially for that purpose. The breadth of territory it must necessarily represent would preclude adequate attention to what is, at present, the moot question in this cause of the rural curriculum—fitness to individual needs. In either case the best that could be accomplished would be a restatement of the ground to be covered in general; whereas that ground is commonly very well understood by teachers. In either event, furthermore, little or nothing could be done to vitalize a curriculum. That work of vitalizing a curriculum will have to be left, so far as its formulation is concerned, to an authoritative body which is near enough to the children for whom the curriculum is created, to take the measure of local and individual needs and shape general requirements accordingly. That body, in this State, is the county board of education. All this is of course under the same supposition that would obtain for any other similar body, viz., that the county board is composed of men or women openminded and openhearted enough to avoid being narrow even while dealing with local conditions; willing to study their problem both in its generic and specific phases; sympathetic with the horizon of childhood though firm in their disciplinary requirements; knowing how both to impose essential requirements upon the teacher, and to leave her needful personal freedom. Such county boards are not impossible; they do exist. The rural curriculum is one of their best opportunities for legitimate influence, and a work which they can best accomplish.

The authority "to prescribe and enforce in the public schools a course of study" is, in the State of California, already vested in the county and city boards of education. The proposition to have this work done by the State Board of Education should,

therefore, meet with no favor. It would mean simply a centralization, in remoter bodies, of functions belonging in the real practical issues to the local bodies; it would mean a loss to individual localities and authorities of a part of the very work which keeps school administration alive. No authoritative local school body should have taken from it unnecessarily labors which are directly vital to the schools under their immediate charge, just as no teacher should have the discipline and instruction of a child needlessly taken from her hands. The county boards must have preserved to them the opportunity to be educational as well as clerical bodies. The best that any State central body, be it the State Board of Education or a specially appointed committee, could or ought to attempt would be a suggestive outline of the principles and general requirements fundamental in the arrangement of a curriculum.

2. Before all else, the rural curriculum, like every other common school curriculum, must reckon with the racial and national "stock in trade." Whatever is essential to national community of interests and sentiments; whatever belongs to the ordinary civic intelligence of every citizen; whatever is essential to all in the struggle for existence; and finally, whatever has become classic to the race in its development in beauty, sentiment, thought or activity—all this should furnish the leading motive in any curriculum.

It is not so difficult to determine what it is that occupies this position of universality in subject matter as it is to select skillfully from the great amount of material that may justly lay claim to recognition. It is this problem peculiarly to which this principle of the curriculum invites thought. Time and tradition ordinarily settle the question as to the universality of the subject matter which has contributed to the growth of a people through education. Only very slowly do we respond in practice to the urgent calls for something new that come from our educational prophets and reformers. We refuse, fortunately, as a whole, to be thrown out of adjustment by proposed radical changes whose issue is still a matter of speculation and not of experience. Nevertheless the body of recognized subject matter is pretty liberal and bulky; and it involves accordingly the joint problem of selection and rejection.

One of the dangers which arises where there is so much which would be acceptable is that the curriculum becomes the prey of didactic materialists. The county board must, accordingly, have the courage and the patience to select and reject upon sound principles. It must be guided in this work by the desire to present that which is *most typical* of the needs, spirit, sentiments and every-day intelligence of a people. It must, furthermore, remem-

ber that material which may be to the mature mind, representative of a people's interests and plane of activity does not necessarily appeal to the less mature mind in the same way. Too often in the effort to keep instruction for children concrete in detail, we forget that these details must be restricted to those salient features which can appeal to the child as at once interesting and representative. In arithmetic, history, geography and grammar, for example, we have not yet made good our repeated declarations of independence from didactic materialism. We must learn the art ot selecting subject matter so that it shall be at once saliently typical and concrete. Probably high, but *real,* utility* is the best standard we can get. Bnt it takes one who is at once a student, philosopher and a man of affairs to recognize real utility. Not subject matter for the sake of subject matter, merely, or for mere intellectual mastery, but subject matter that will fit the child to do intelligently things that make up the average demand in life, is what we want.

Finally, these typical portions of subject matter should, so far as possible, be selected with reference to their organic relations to each other. Connectedness of subject matter is also prerequisite.

To sum up, the formation of a curriculum should first undertake to select those types,portions of subject matter, which may become truly representative to the child's mind; to give some natural organization to the subject matter thus selected; and to reject liberally wherever subject matter does not contribute essentially to the child's grasp of representative things.

3. A great deal of the material thus selected for the sake of its representative force, may often be best approached from the view point of local interests. The child's home is always a primary source of interest. Such things as geography, natural science, parts of history, civics and even literature and mathematics are often best approached from the local view point. This is a matter for the careful consideration of the board creating the curriculum. A fundamental error in teaching is the neglect of illustrative material and applications drawn from the primary sources of the child's information. Primary sources are sources which the child meets face to face; not in books or pictures. And these primary sources are valuable because they are vital, *i. e., of* the child's life; for the same reason they are the ultimate data for the child's understanding. Local environment, activities, interests, sentiments, should, therefore, be taken liberally into account in forming a curriculum, by exploiting them thoroughly as primary sources of experience and information, and making them avenues of approach to the more representative aspects and data of culture.

Above all should the rural school curriculum reflect the life, interests and activities of the rural community. The reasons for this are manifest. No school life and no instruction is right

*Compare Western Journal of Education, July, 1904, page 517.

which does not heighten rather than lessen the child's warmth of interest in the life he finds about him. A number of experiments have been made which demonstrate the feasibility of getting a closer touch between school and rural life.

4. The responsiveness of the curriculum to local color should be carried one point further in a State which, like California, presents such diverse racial conditions. Nothing but maudlin sentiment would insist upon Evangeline as literature for the rural school (an actual case) which only Mexican children attend. And it is rank pedantry to prevent the natural advancement from year to year of Mexicans, Indians, Chinese, half breeds and the like, because they can not keep pace with their Anglo-Saxon mates in mathematics, language, reading, geography. Yet there are districts in some of the counties of the State where both whites and colored children suffer for lack of opportunities for natural advancement, the former because they must often mark time, the latter because falling behind means for them the dull routine of mere repetition before real advancement can set in again. There is no reason why these conditions should not be reckoned with in counties requiring it. Justice to all demands that children differing so widely in native endowment and home environment and training as race variations always imply, be not subjected to the stultifying effects of one curriculum, one pace, and one standard for all. Under such conditions there would be no inconsistency whatever in double curriculæ, varied paces, double standards. The thing to be provided for above all is the natural advancement throughout the years of elementary school life of all these widely different racial elements.

5. So far as a scientific adaptation of the curriculum, year by year, to the different stages of development of the child, is concerned, there is little to be said. We have not science enough to proceed very far in such work. The best that can be done is to remember that the logical faculty, abstract reasoning, moral philosophy and high æsthetic appreciation do not ordinarily belong to the child of the elementary school age. Reasons, logical consequences, morality and standards of beauty in art, must all be couched in the concrete terms of the child's familiar and habitual experiences. Only in the very latest grades is there any approach to the abstracter and generalizinz processes. The formation of a curriculum, therefore, in addition to considering the necessary sequences of the subject matter itself, must also consider that sense impressions, reflexes and habits precede and underlie thought, reasoning and application, especially in such subjects as language, mathematics, singing, drawing and the formal phases of geography; that abundant, but typical, sense imagery, either

direct or indirect, must go before and underlie the grasp and application of laws and large truths in such subjects particularly as informational geography, literature, history and natural sciences.

6. Finally, it should be a principle of any good school curriculum to be methodologically suggestive to teachers. To this end it should embrace some suggestive and typical plans, lessons and daily programs, together also with lists of good references and illustrative material. Finally, be it noted, it is possible so to treat the entire problem of subject matter from grade to grade that the teacher shall receive many hints as to the most approved methods of procedure. Not the least important among these aids would be the effort to impress upon the teacher both by direct statement and in the general spirit in which the problems of the curriculum are treated, that a curriculum, either in prescribing subject matter or suggesting methods, is not intended to destroy or impair the teacher's freedom and adaptability. This should be made especially clear in the case of the rural schools, whose curriculum must leave many matters of local adaptation to the individual teachers of widely different districts.

CHARLES C. VAN LIEW.

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The Teaching of History in Rural Schools

The rural school, owing to the shortness of its term and the number of classes to be taught, is seldom able to carry out as complete and thoroughgoing a program of studies as is possible to the urban school. In order that pupils may not be too old in graduating from the elementary schools it seems desirable that a minimum course of study, embracing the most essential features, should be prepared for these schools.

In this preliminary report suggestions are made along the lines of what is believed to be a desirable minimum course in history for rural schools. The writer has tried to take fully into consideration what the rural school is able to accomplish under conditions as they actually exist. An ideal course of study where one is not obliged to consider the actual limitations surrounding teachers, pupils and school equipment, is not difficult to construct; but a practical course is hard to find. If the paper seems to give considerable prominence to omissions, the writer must give as his excuse his conviction, to paraphrase a statement made by Dickens, that " much more may be learned in history if less is studied."

General Suggestions

1. A separate course in history in grades below the fifth is very desirable, but is usually practicable only in urban schools.

But in the course of the reading of the lower grades it is possible to keep the pupils in touch with some reading which is historical in its nature. Biographies, heroic stories and poems, and true narratives are available for reading. The wise teacher will, in connection with anniversaries and other celebrations, differentiate this material and use it to create interest in history.

In the fifth and sixth grades there should be systematically planned work in history. If the course is much crowded and the teacher has many classes, it may be necessary to make this part of the reading work; but the teacher should consciously use the State elementary text and other reading to develop interest in knowledge of historic personage and events.

Usually the larger State text will represent the outline of the work to be done in the last two grades (seventh and eighth).

2. The teacher of history in all the grades should hold consciously certain aims. Without these the work will be necessarily lifeless and unproductive. The teacher should certainly *not* make as her chief aims the following:

a. The mere memorization of the multitude of facts, dates and generalizations of the text;

b. The use of the historical account as a basis of reading lessons, language exercises, exercises in making abstracts, and for purposes of composition;

c. The elimination of all that is human, personal and living and the substitution therefor of the study of dry chronologies, abstruse generalizations, and minutiæ which are unintelligible (from the pupil's point of view).

The live teacher will develop her own practicable aims and will pursue them purposefully. Among the aims of history which may and probably should be kept in view at appropriate stages are these:

a. The establishment of permanent interests in all kinds of historical readings, including biographies, contemporary accounts and monuments, poems and stories of certain periods, and, finally, some of the more advanced and critical books. It is evident that this aim can not be attained if history is made hard, dry and unattractive; and, furthermore, it is difficult to attain if the teacher herself have not interest in her subject.

b. Giving the pupil right ways of feeling about historical situations and personages. Character is partly made up of attitudes of mind which history study can produce; among these being love of country, sensitiveness to injustice, toleration of opponents, and admiration for self-sacrificing men and women. To produce these attitudes of mind it is frequently desirable to use

materials which are not strictly history, *e. g.*, patriotic poems, stories, the personal admirations and dislikes of the teacher, and original accounts.

c. A third practicable aim is to enable pupils to understand through the study of history, some of the important features of our own times. The study of the early history of California, of political parties, of inventions, and of struggles serves to explain situations that are now of interest. Not all the facts included in the ordinary text-book are useful for this purpose; and many of these facts should be omitted as irrelevent.

d. A fourth practicable aim is to give the pupil some training in the use of books, stories, etc. Especially during the last year of the elementary course, pupils should be accustomed occasionally to read the accounts given in two books and to compare them; to find out what is the historic fact back of a poem or story; to gather material from several sources on some topic; and to realize how history is written through the gathering of source materials.

3. *History can not be taught from the text-book alone* if the above or any other good aims are to be realized. The text-book *must* be supplemented, or, frequently, preceded: (a) by the personal narration and reading of the teacher; (b) by the reading on the part of the pupil of those biographies, narratives, stories, poems and contemporary accounts *which the pupil can be induced to read with some spontaneity and pleasure;* and by the comparative study of text-books. The busy teacher or the ungifted teacher may not do the first; but all can and should use the other means. This supplemental (or often anticipatory) work can best be done by teaching history as a series of topics (the two text-books give a good series in their chapters), and by handling these topics as wholes. If the topic as presented in the text is too abstract it may prove desirable to present other material that is more concrete and personal—a story, a biographical account, a poem, an original letter. These, not so much for the perspective or knowledge they give as the interest they inspire. Home reading, properly directed, can give help here. The school library should *always* have some of this material, and usually does if the teacher will look it up. Use the primary histories, the readers, the story books, if nothing else is attainable; but do not attempt to teach a topic solely from the text-book.

4. But the full treatment of all the topics in the two State texts is impossible in the time at the disposal of the teacher. A simple calculation in arithmetic will convince any superintendent of this fact. Therefore the whole of neither text-book should be required of a rural school. The course of study should recom-

mend the omission of the more difficult topics, and the cursory treatment of others. The teacher should have some liberty of choice in matters of topics in order that she may adapt the work to her library and the strong interest of her pupils. Better that a few topics be treated amply, interestingly, richly, than that many be treated hastily, meagerly and painfully. There are some things in the elementary text, and many things in the advanced text, that should be omitted; and many more that can safely be omitted if other things receive better treatment. Remember the caution at the beginning: the memorization of many details is *not* a worthy main aim of history study; but abiding interests, intense and well-defined attitudes of feeling, and knowledge, well organized, of how existing conditions have come about, are all worthy aims.

5. The questions given in examination, whether for promotion or graduation, should be such as will stimulate the right kind of history teaching on the part of the teacher; and wide reading and earnest thinking on the part of the pupil. Furthermore, there should be many alternative questions in order that teachers may have latitude in teaching, and pupils in learning, history. If the teacher is allowed some latitude in choosing topics, and in her method of teaching, examination questions should not be such as to narrow her work or hamper her individuality.

6. Finally, history will not be genuinely taught unless the teacher read and think somewhat in this subject. The teacher should read the supplementary materials read by the pupils, and more besides; and she should be alive to current happenings.

Fifth Grade History

In rural schools it may be necessary to make the history work part of the course in supplementary reading. It is desirable that this elementary history should have special periods, but the busy teacher can do much by utilizing the reading time, or part of it. The course will probably be that indicated by the first half of the State Elementary Text. The following points should be observed:

1. The chief aims in this grade should not be accurate and extended information nor the mastery of the mature generalizations of history, but rather the establishment of strong interests in historical materials, and the stimulation of appreciations and "right ways of regarding historical personages and events." Incidentally, the pupil will acquire much information.

2. The material in the text-book seems well adapted to children of this age. But it should be constantly supplemented. The history treated here is woven around the lives of individuals. These

topics are also treated in such excellent primary histories as Eggleston's "First Book of American History," Montgomery's "The Beginner's American History," and Mowry's "First Steps in the History of Our Country." If the library does not contain these, at least one copy of each should be provided; and also one or more copies of such books as Dickson's "From the Old World to the New," Mowry's "American Heroes and Heroism," Guerber's "Story of the Great Republic," Eggleston's "American Life and Adventure," McMurry's "Pioneers on Land and Sea," Moore's "Pilgrims and Puritans," Hart's "How Our Grandfathers Lived," and Hart's "Colonial Children." In these grades, also, the teacher should frequently read to the pupils, on the topics under consideration, some things which are interesting but which the children may not be able to read for themselves. For this purpose the teacher ought to procure for the library a few books like Hart's "Source Book in American History," Person's "Our Country in Poem and Prose," Gayley and Flaherty's "Songs of the People," etc. (An excellent list can be found in McMurry's "Special Method in History," which is especially recommended to the earnest teacher.)

3. The adequate treatment of the more important topics may necessitate the omission of others; the teacher should not regret this. The children will profit more from full reading, reading from many books, about some great personage or event in our history than from trying to survey the whole field. *Our chief aim in this grade is not information nor extensive view, but interest and appreciation.*

4. When language, reading and composition exercises are based on the history reading, great care must be exercised to prevent them from interfering with interest in history. In fact, if the teacher finds that they do make pupils dislike history reading, she had better find other materials for language study. Interest in history in these grades is too precious a thing to sacrifice for the sake of language lessons.

5. In seems hardly probable that the work of this or the next grade will be determined by examination questions. The best part of the work of these grades can be tested by no examination. If examinations must be given, they should involve only large topical questions and a few "thought" or development questions. For example:

(a) What can you tell about the Europeans who discovered and settled the region around the Hudson River?

(b) What were the most important things that Franklin did for his country?

(c) How does the home of to-day differ from that of the early settlers of Massachusetts?

(d) What stories connected with the Revolution do you like best, and why?

Sixth Grade History

In the main the suggestions made for fifth-grade history are also applicable here. The increasing maturity of the pupil will enable them to depend more upon themselves in reading; and the fact that much of the history here studied will closely relate itself to conditions as the pupils understand them will give added significance and vitality to the work.

In this grade the teacher will find the primary histories previously mentioned to be valuable supplemental material. To these will be added as library funds permit such books as Drake's "The Making of the Great West." Spark's "The Men Who Made the Nation," Wright's "Children Stories of American Progress," Barnes's "Yankee Ships and Yankee Sailors," McMurry's "Pioneers of the Rocky Mountains and the West," Burton's "Four American Patriots," Beebe's "Four American Naval Heroes," Hart's "Romance of the Civil War," Hart's "Source Book in American History," etc. (An excellent list of proved material is contained in McMurry's "Special Method in History.")

Seventh Grade History

1. Ordinarily, seventh-grade pupils will make a fairly systematic study of American history through the Revolution; though a more equal division of the work might include the period from 1780 to 1800.

2. The aims kept in view this year should not be merely or especially acquaintance with the principal facts and details of our history up to 1800. The teacher should continue the aims held in the previous grades of establishing strong interests in various historical reading, and developing appreciative attitudes. Where the history of this period connects closely with current life and conditions, the teacher should make the connections quite clear: *e. g.,* the occupancy of different parts of America by different races, the struggle for the Valley of the Mississippi, the uniting of the colonies, development of democratic government, etc.

3. The successful pursuit of the above aims in the time which the teacher has at her disposal will necessitate the omission of some large, and many minor, topics, as these are arranged in the State text. Unless the county board will leave to the teacher the liberty of omitting these, the course of study should indicate what may be dropped. It is believed that it may prove advisable to omit parts of Chapters 2, 3, 6, 8, 12 and 16; also many of the minor

details in the other chapters. The time thus saved should be given to the fuller treatment of the other more vital topics.

4. On every topic taken up each pupil should read some supplemental material, not necessarily the same for all pupils. There should always be two or three texts besides the State book: Fiske, Channing, Eggleston and others. The State elementary book (Thomas) and other biographical histories might be drawn on for review. The school library will always have such books as Coffin's "Boys of '76," Coffin's "Old Times in the Colonies," Higginson's "A Book of American Explorers," and various lives of Columbus, John Smith, etc.; romances by Henty; Longfellow's "Evangeline," "Miles Standish," etc. Some of the pupils will be able to bring books or magazine articles from home bearing on this time. All this material is valuable in the country school, as it serves to give interest, breadth of view, and concrete illustrations. In addition to the above the teacher should procure as soon as possible Hart's "Source Book in American History," Dickson's "From the Old World to the New," Guerber's "Story of the Thirteen Colonies," Hart's "Colonial Children; Hart's "Camps and Firesides of the Revolution," Starr's "American Indians," and McMurry's "Pioneers on Land and Sea." The teacher wishing to add to this list will find in McMurry's Special Method in History an excellent list of books, all of which have been tried with actual classes. Doub's "Pupil's Outline of American History" has good topical arrangement and parallel references.

5. The teacher may take as topics those given in the contents of the State text; or, if she have time and initiative, she may reorganize the topical arrangement in accordance with that in such books as Gordy and Twitchell's "Pathfinder in American History," or Doub's "Teachers' Manual of American History and Civics." In any event each topic should have fuller and more organic treatment than is possible in a text-book. Frequently it is desirable, before a topic is taken up in the text-book, that a series of development questions, or topics for individual study by pupils, or supplemental reading should have been given. After the reading of these a class period might be taken for their discussion, after which the chapter in the text could be read. Some things (not many as a rule) in each chapter should be drilled on until thoroughly learned.

One method of treatment may resemble the following: (Chapter I in State text "Europe Finds America"):

Suppose the teacher finds, in planning her work, that she can give three periods to this topic. At the first meeting she will not assign the chapter from the text, but will ask questions and discuss the topic in a general way. She will find some of the pupils al-

ready quite well informed, especially with regard to the persons concerned. It will be recalled that there are several primary histories treating of this period and these characters. Possibly the pupils will know that other books in the library have information. As an assignment, the teacher will ask individual pupils to look up in the primary histories or other books information on certain topics: Columbus, the naming of America, the circumnavigation of the world, the Northwest Passage, etc. In order to call in the geography, one or two capable pupils might be asked to report on. The commerce that goes through the Suez Canal at the present time; present day imports into Europe from the East Indies; our trade with the Philippines. (Pupils should seldom be troubled to look these things up at home.)

The second meeting of the class would be taken up mainly with receiving these reports. Wherever possible the teacher should add information, and question the pupils as to relations, etc. If time permits, the teacher might read from Hart's "Source Book," pp. 1-4; this, coming after the reports, will be well received.

For the next lesson, the teacher will assign the chapter in the text-book, asking for the exact memorization of a few dates (possibly four), and the exact learning of some facts. Such names as those of Pinson, Solis, Cortereal should be omitted. One pupil might be asked to copy on the board one of the maps.

At the last recitation the teacher will have a quick, sharp review to find if the essential facts have been learned. She will probably ask some of the larger thought questions, which would characterize a wise examination, *e. g.:*

1. Did the land in America belong to the Indians? If so, was it right for the Europeans to take it from the Indians?

2. What were the reasons which caused Spain to be willing to assist Columbus in trying to find a new route to India? Would Spain have been benefited if such a route had been discovered by Columbus?

3. If there had been a canal through the Isthmus of Suez would it have made much difference in the discovery of America?

Eighth Grade History

The suggestions on method of treatment and aims in the seventh grade are also applicable to the eighth. In this grade it is probable, however, that the teacher will, in formulating her aims, lay increased stress on that treatment of the last century of American history which will best serve to explain present political and institutional life. In geography, in the study of current events, and in the knowledge acquired by pupils outside, many situations occur which are capable of easy historical explanation in this

grade. The political parties of to-day, the great cities of the West, the railroads, the free negroes, the present extent of territory, the number of States, American industries—all these can be understood largely through the study of their history. The teacher of this grade especially who fails to have her work find a large part of its justification in the knowledge it provides of present conditions, certainly fails to realize a valuable aim of her teaching.

Furthermore, in this grade, and especially in the treatment of the history of the latter part of the century, it is possible to give the pupil some acquaintance with critical methods of handling materials. On a period like the Civil War it is possible to collect, even in extant magazines, partisan statements, biased histories, etc., by means of which the pupil can be made to see to what an extent the utterances of any period must be taken with due allowance for prejudice on the part of the writers. The teacher in the rural school can hardly hope to keep this aim prominent in all of her work; but sometime in the course of the year it should receive much stress, to the end of producing a somewhat critical attitude toward political and other writings.

But in this grade as in the others, the pupils are of an age in which the personal element makes strong appeal. Consequently the treatment of each topic should involve much supplemental narration and reading along biographical and descriptive lines. Many of the books which were suggested for sixth-grade work might also be used here. In addition, the pupils will use two or more texts comparatively. The school library should also provide such books as Elson's "Side Lights on American History" (Vol. II.), Conant's "Alexander Hamilton," Schurz's "Abraham Lincoln," Judson's "The Growth of the American Nation," Hart's "American History Told by Contemporaries" (Vols. III. and IV.), Raymond's "Peter Cooper," Coffin's "Boys of '61," Stowe's "Uncle Tom's Cabin," and many others suggested in the teachers' manuals previously referred to. The home libraries of the children will frequently provide auxiliary materials in the shape of old magazine articles, accounts of great inventions, stories of the Civil War, etc., all of which should be drawn on for illustration.

No suggestion is made here for the teaching of civics. Of course in connection with the study of our history, and especially that of the last century, the pupil will get much information regarding government. But the writer believes that civics, being a study which should have all its foundations laid in the study of local environment, can not be successfully correlated with history in the grades. DAVID S. SNEDDEN.

Some Suggestions to the Teachers of Geography

A careful examination of the two geography texts which the State Board has recently adopted will show you that in no fundamental way do they differ from the ones you have been using. The information which they contain is a little more up to date, no doubt; the arrangement of matter has been changed somewhat; a few helpful charts have been added; but after all these books are but little more than what the older books were—compendiums of facts and general notions. This is not intended as a criticism of the books, for a text in geography as in history by reason of necessary space limitations can never be more than a skeleton stripped of flesh and blood. Indeed, these books fulfill as well as any published what seems to me to be the true function of the geography text, which is to supply the pupil's need for a handy reference book, on the one hand; and on the other, to give the teacher a working outline and a succinct statement of important facts and generalizations. But it is a mistake fatal to good teaching to think that you must require of your children all the facts and all the generalizations of the text; it would be just as well to expect one to learn all that is contained in an encyclopedia because he must occasionally use it.

As we have said, the text-book at best is only the skeleton; and it is your business as a teacher to clothe it with flesh and blood. To do this you must go outside it for your own information. You must be able to illumine the lesson with a story, an illustration, a bit of description, or with some fresh detail which has point and which commands the interest. You must have the courage (it does not require ability) to step to the board and make use of the crayon as you talk. You must be continually adding to your collection of photographs and magazine pictures, for frequently these bring out certain facts which you wish to present when mere words will not, besides the children will enjoy helping you make the collection. A museum on a small scale should be started in your school, too, to which from year to year, as opportunity comes, you can add interesting and typical curios—now a bit of crude rubber from South America, now a silk worm cocoon, and now perhaps a specimen of some mineral—each helpful at some time in giving effectiveness to the geography lesson. And lastly, you must without fail insist that you be given a good working library of well-selected books suitable for your own and for your children's reading. Indeed, if you but realized how helpful in geography work the best children's books of this sort are you would give your trustees no peace until they have made adequate provision. In ways such as these you can vitalize geog-

raphy and make it what it deserves to be—an interesting and profitable study both to yourself and to your children.

The Books You Should Purchase First

The State Board of Education has recognized fully the value of work of this kind, and to help further it has adopted a wide and on the whole a commendable list of books to be used in supplementing the geography texts. (The list was published in the July number of this journal). It would be desirable, if your school can afford it, to purchase the entire list, but with most schools this is out of the question, the funds available permitting the purchase of but a few each year. An examination of the adopted list shows that the books fall naturally into three classes:

1. Those of a professional nature and dealing with the pedagogy of the subject.

2. Those dealing with the subject matter of geography but of too advanced a grade for the children.

3. Books, in language and content, adapted to the children of the grades.

Of the first group the teacher's library should contain McMurry's "Special Method of Geography" (Macmillan, 70 cents), Redway's "New Basis of Geography" (Macmillan, $1). These books will give you better than any others the aim, purpose and trend of the present teaching of geography. While they are valuable for giving perspective, breadth of view, and that inspiration which comes from being in touch with the most progressive workers, yet it must not be thought that they will help you in the difficulties of your schoolroom except in the most general and indirect way.

Of the second group the teacher should have one good commercial geography and one physical geography. There are four commercial geographies on the list: Adams (Appleton, $1.30); Redway (Scribner, $1.25); Olin (Crane, $1); and Trotter's "Geography of Commerce" (Macmillan, $1.10). Of these Adams's is clearly the best for the teacher and should be the first purchased. In addition Webster's "General History of Commerce" (Ginn, $1.40) is helpful along the line suggested by its title. This book is not on the adopted list. Among the physical geographies there are several: Davis (Ginn, $1.25), Tarr (Macmillan, $1), Gilbert and Brigham (Appleton, $1.25), Redway (Scribner, $1.25), and Hinman (American Book Co., $1). Any one of these will be found helpful.

Of the books for the children the teacher should procure as many as her funds will permit. The best plan is to get two or three sets of books first. By so doing you will get a supply of material

bearing on almost every region of the earth's surface. The best set which has yet been published is Carpenter's "Geographical Readers" (American Book Co., five books, $3.10). This set should be in every school library. The second set ordered should be the "Youth's Companion Series" (Ginn, seven books, $1.80). The series which deserves third place, though it is not so well known as some others, is Herbertson's "Descriptive Geographies from Original Sources" (Macmillan, six books, $4.65). These books comprise well-selected extracts from the writings and diaries of famous travelers, and deserve to be better known in this country. "The World and Its People Series" (Silver, Burdette, twelve books, $6.80) is valuable except for the first two books, and should be procured as early as possible. For the lower grades the Pratt books "Peoples and Places Series" (Ed. Pub. Co., five books, boards, $2; cloth, $3) will be found helpful. "The Picturesque Geographical Readers" King (Lee and Shepard, six books, $3.50) is also good. A wealth of interesting material is to be found in the "Boy Traveler Series" Knox (Harper, fifteen volumes, $2 each). The series in its entirety should be purchased only after your library has been pretty fully stocked with the sets already mentioned. It will be well, however, to add a book from this series now and then as the funds warrant. One other set can not be too highly recommended for its beautiful pictures and also for its interesting descriptions, *i. e.,* John L. Stoddard's "Lectures" (Balch Bros., twelve volumes, $36).

Of the single books, among the first purchased should be "The Earth and Sky," Holden (Appleton, 28 cents), the "Home Geography," "Fairbanks (Ed. Pub. Co., 60 cents), and "About the Weather," Harrington (Appleton, 65 cents). These books will be found very helpful in supplementing those chapters in the texts bearing on climate, soil, winds, etc. The adopted list contains a number of excellent single books of a descriptive nature, but which we lack the space to characterize.

The Apparatus which You Need

Do not make the mistake of thinking that you need elaborate and expensive apparatus to teach geography. The attics of most schools are filled with ingenious and costly mechanical contrivances which are never used. Usually the simple, inexpensive (frequently home-made) apparatus is the most effective.

You will need a globe, but instead of getting an expensive one get a dozen small globes costing about forty cents each. Get a tube of blue paint, such as artists use, and one of red. Paint in all the water in blue and the land in solid red. Place the globes in the hands of your third or fourth grade, or wherever you begin the formal globe work. Ask the children to point to North America, to the Atlantic Ocean, etc. With their fingers on North

America, ask, "In what direction would you go to reach Europe?" "Across what water?" etc. In this manner you can soon teach the continents, and the oceans and at the same time, through the sense of touch, the children will gradually get a working notion of the shape of the earth and the position of the chief land and water masses. The globe can be made still more useful by spreading a layer of putty over the land masses and moulding it roughly into a shape representing the highlands and lowlands of the continents. Thus for forty cents and a little labor you will have a relief globe which for the purpose is just as effective as one costing forty dollars.

You ought to have a set of good wall maps of the several continents; one of the United States, showing the States; and one of California, showing the counties. In addition, you should possess a hectograph. For one dollar you can buy in any school supply house a can of hectograph material. This you melt and pour into a shallow pan, and when cool it is ready for service. It is very useful in running off map outlines for your classes; indeed, no better way of quickly reviewing and fixing map facts can be devised than by distributing such outlines and requiring the children to fill in the places they have learned.

With a little thought you can rig up home-made apparatus to show very nicely the principle involved in certain natural phenomena. As an illustration, consider the phenomena connected with erosion: take a rough box six or eight feet square and a foot in depth. Cover the bottom with a layer of gravel; on this put a layer of finer gravel. Put a couple of bricks in the center and a few lumps of lime in one corner. Over the whole throw a good layer of loose soil. Now put the upper edge of the box under a faucet inclining it slightly so that the water will run off. Punch the bottom of a tin can full of small holes. Let the water run through the can (rain) and full on the box of soil (earth). Have the children observe and discuss the results. All the effects of erosion due to rain can be seen in miniature. A river system, valleys, continents, flood plains, deltas; when the soil is washed off the bricks a waterfall and cascades, and, a little later, earthquakes and volcanoes when the water reaches the lime will be some of the phenomena observable on a small scale.

With the exercise of a little ingenuity the teacher will find many ways such as this of making home-made materials contribute to the effectiveness of her work in teaching geography. But let me repeat, do not buy expensive apparatus. Instead of doing this use your money for books.

What the Essentials of Geography are

At this point permit me to say that the California Council of Education has appointed a committee consisting of Professor Hol-

way of the State University, Superintendent Barr of Stockton, Mr. Kenyon of the State Normal at San Francisco, Deputy Superintendent Heaton of San Francisco, and the writer, to prepare a manual for the teachers of geography for use with the text-books recently adopted. This manual, which we hope to have ready for early distribution, takes up this question of essentials and attempts to indicate the details in each chapter of the two texts which the teacher should omit, and what points she should emphasize and amplify. It also gives many suggestions regarding method which have grown out of our experience in presenting to the children of the grades what seem to us to be the essentials of geography.

I have insisted that it is a serious mistake to attempt to teach all the facts and all the generalizations comprehended in the text-books, for, in the first place, not nearly all of them are essential, and in the second place to attempt to do it in the time at your command leads inevitably to too much memorizing. The space limitations of this article forbid any adequate discussion of this point, but a few suggestions perhaps can be given.

The "Introductory Geography" is adapted as a text roughly to the fourth and fifth grades; the "Grammar School Geography" to the work of the sixth, seventh and eighth grades. Each treats the same regions, but in a different way. The first is the simpler and emphasizes the physiographical aspect of geography study; the latter is the more difficult and places its emphasis largely on economic and commercial facts. Both emphasize cause and effect relations, but, in my judgment, the one too much and the other not enough. To view a phenomenon in the light of its cause is always interesting and striking but the point is usually overlooked that causation induces an effort of abstraction which interferes with the formation of clear-cut and well-defined mental pictures. To illustrate: a discussion of the theories which have been advanced to account for the formation of the Yosemite Valley will in no wise give the children a realization of its grandeur and majestic beauty; neither will a discussion of the principles of hydraulic pressure in any way contribute to the children's picture of the appearance of an artesian well. It is one thing to perceive an object, to cognize it as it appears to the senses: it is a separate thing entirely to comprehend its causes, yet the teacher all too frequently confuses the two by thinking that the one can be got through the other, whereas the effort of abstraction which the attempt to comprehend the cause induces, in reality, confuses the picture unless it has first been clearly presented. This thought suggests therefore that before cause and effect relations are dwelt upon, clear-cut and well-defined mental images of essential phenomena should be presented and followed up until there is no danger of later confusion. For this reason, as it appears to me,

your work (first time over) with the introductory book as a basis should be given over, in the main, to the forming of vivid pictures of the chief characteristics of the regions mentioned. There is plenty of time (second time over) with the grammar-school book as a basis to consider whatever is essential among the more abstract relations of cause and effect.

For example, in the study of Europe (first time over), "Introductory Geography," p. 207-229, I should pick out in connection with each country therein treated a few of the striking and picturesque characteristics and amplify the text's treatment of these greatly through the use of supplementary reading. In studying Russia, p. 212, I should first attempt to give some notion of its vast area; of its forest belt, and also of the great wheat belt through its central part. After this was done I should read stories to the children describing the Trans-Siberian Railway, which bring out the magnitude of the enterprise. I should have the children read interesting descriptions of the life and work of Peter the Great; the story of the founding of St. Petersburg; the story of the famous fair of Nizhni Novgorod; accounts of the police and exile systems, and possibly interesting and sympathetic bits regarding Tolstoi. If possible, I should procure the wholesome little story written by Andre Laurie under the prosaic title "School Boy Days in Russia" (Estes & Lauriet), and permit it to circulate among the children, not as a task to be done but in recognition of duties well performed. This simple little story gives excellent side lights on Russian customs and notions.

The "second time over" with the grammar-school geography as a basis (p. 133, 136), in addition to reviewing the material already given, I should have the children, through a study of the map on page 134, note the structural features of the region; how it comprises all but a very small part of the great northern lowlands of Eurasia; how the rivers of Siberia flow into the Arctic Ocean, and therefore except in the upper reaches can be of little commercial importance; how those of European Russia flow in the main into waters which are open to navigation at least a part of the year, and the effect on the industrial development of the country which they drain. I should point out that in climate and vegetation Russia can be divided roughly into five broad belts: (1) The frozen belt or the Tundra of the Arctic, sparsely inhabited by the semi-civilized Laplanders, who eke out a precarious livelihood by fishing and by means of their reindeer; (2) the great forest belt, next on the south, hundreds of miles wide and impenetrable in places; (3) the "Black Earth," or agricultural belt, consisting of a sheet of loam from five to twenty feet in thickness and so rich that on some portions of it it is said

that wheat has been raised yearly for generations without fertilization; (4) the Steppes or pastoral region near the Black and Caspian seas, lacking sufficient rainfall for agricultural purposes, yet receiving enough for luxuriant crops of wild grass whereon great numbers of horses, sheep and cattle are raised; and lastly, the fruit belt in the extreme south, including the peninsula of Crimea, wherein delicious fruits of all varieties are produced.

There is an abundance of reading in the books adopted by the State Board on these regions which will bring out clearly their distinctive characteristics and the life of the people inhabiting them. I should distribute outline maps of the Empire of Russia, and as a review, require the children to shade in these several regions indicating the chief products of each. I should want to have the economic facts of the Trans-Siberian Railroad discussed; its military value in the present war with Japan, and its importance in developing the great stretch of rich and tillable land in the interior of Siberia. In connection with this last point I should refer to the policy of the Russian government in encouraging the immigration of Russian peasants to Siberia. Since 1892 the government has set aside nearly twenty-seven millions of dollars for the purpose of colonization. The committee having the matter in charge have begun their work by carefully surveying the Siberian crown lands, with due regard to the forests which are to be preserved. Roads are being built, wells drilled and swamps drained to render habitable and accessible large tracts of land hitherto regarded as uncultivable. Thirty-seven and one-half acres are assigned to each adult settler besides which he is loaned anywhere from thirty to eighty dollars, repayable in from ten to twenty years. Other inducements are also given to secure immigration. Special rates are made on the railroad, and occasionally teams are furnished to carry home-seekers to their destinations. Timber from the state forests, and farming implements are furnished at small cost. By the year 1900 the government had spent about a quarter of a million of dollars in establishing some thirty stations, each containing stores of provisions and medicines for the colonists along the Siberian part of the railway. These liberal inducements have had the effect desired, for since 1893 the immigrants entering Siberia and settling on farms have averaged one hundred and thirty-seven thousand yearly. (For these and other facts, see the article "Russian Immigration to Siberia," *American Review of Reviews,* July, 1904.) I should discuss what the result will be (1) on the industrial development of Siberia; (2) on the Russian peasant, who is miserably poor, and (3) on the stability of the government which is menaced by the spirit of discontent which pervades the masses and which is largely due to their hopeless poverty.

Similarly, in connection with each country studied, the teacher

can work out a treatment which will vividly and interestingly present those features, picturesque, economic, or historical, which are most characteristic of the country in question. It is not easy work to do this, for it requires time and study, but the doing of it surely means education for you and your pupils. Remember throughout it all, however, that the good teacher is known quite as much for what she omits as for what she teaches.

FRANK F. BUNKER,
Chairman of Geography Committee.
State Normal at San Francisco.

* * *

Practical Work in Nature Study for Rural Schools

A conversation about nature study with the teacher of a rural school is pretty certain to resolve itself into a discussion of difficulties. The one difficulty that comes up in every case is that of the attitude of children and parents—the children don't want to know how plants grow; their parents don't want to have them know. In its degree the difficulty is a real one, and it affords a starting point as good as another for the discussion of the entire question.

The prejudice against the subject is due, of course, to the persistence of formal conceptions of the purpose of school training and to the lack of feeling for the worth of the matter itself. The lack of interest on the part of the children is one with their lack of experience. Prejudice "grows by what it feeds upon," and, like other feelings of similar nutritive habit, it is very likely to die of change of diet. No child of normal sort ever fails to respond to the awakening impulse of real working contact with the life about him. No community will remain antagonistic to work which comes home in the shape of intelligent attack on the tasks of home life. In the case of this difficulty, as in the case of all the others that may be urged—and are urged—*solvitur ambulando;* the way to do something in nature study in the rural schools is to do something.

What shall it be? That which is ready at hand. Lessons about nature if that is the work that is ready; if it isn't, if the pupils have been wearied with dead formal prosing about buds and bugs, if the teacher is rather doubtful of her skill in presenting the subject, if the parents don't look with favor on it, the lessons come later. In this subject especially it is criminal to give a lesson that is not *called* for, that is not a response to a pressing need felt by the *children.* Until the questions begin to

press for answers *do* something with the forces of nature; don't talk about them.

There is one thing ready to the hand of every teacher in the rural schools of California, that is the beautifying of the schoolroom and grounds. In nine districts out of ten she will be a pioneer in this matter. The motive is one that never fails to appeal to the children. The work affords a point of departure for almost every sort of study of nature.

First must come a study of the needs and possibilities of the situation. What sorts of plants should be placed along the back fence? What sort about the walls of the building? What in this corner? How can the outbuildings be made less unsightly? Where will plants interfere least with the playground? Can vines or tall plants be made to help shade the exposed side of the schoolhouse? How shall a pleasing succession of times of blooming be secured? Here is an opportunity to marshal for use all the knowledge the children have about such things and to develop every trace of taste and judgment to efficiency for the end in view.

The preparation of the ground requires again a marshalling of all their knowledge of soils, fertilizers, irrigation and the like, a marshalling, not for formal display nor academic discussion, but for use.

The care of the plants affords opportunity for the close and sympathetic study of the development of seedlings, for the discrimination of the cultivated plants from the weeds which must be destroyed, for the recognition and study of insect enemies of the different forms, above all, for the feelings of ownership, responsibility, and love that comes from the *willing* care of any creature.

It is of the essence of this work that it should be sincere. The actual aim of teacher and pupil must be to make the grounds beautiful, to grow the best hollyhocks and geraniums they can grow. The problems of planting and culture must be treated frankly with reference to the use then in mind. General principles can not be given in advance of concrete experiences. Interpretations adequate to the present situation must be accepted. The child does not yet know all about the nutrition of plants, his reasons for using fertilizers can not extend beyond his knowledge. Purely empirical procedure must be accepted in most instances; things must be done because experience shows them to be good things to do, though the children don't now see why. Freedom from empiricism and formalism is an end of education—a very important one—but children must grow into freedom, they can not be jerked into it. To attempt to force extension of the prob-

lems farther than the children readily and spontaneously carry them will be to defeat the aim of the work.

So much seems necessary by way of caution. On the other hand the work will be rife with suggestions of problems, and the teacher who fails to carry every one of them as far as the knowledge and interest of her pupils permit will have failed of her duty. The possibilities will be for individual children. The work in the school yard—and in the schoolroom, if window plants are included in the scheme—must be for the entire school. The questions brought up will have meaning according to the age, knowledge, and power of mind of the individual. So far as the limitations of time permit, every child should work out his question to the limit of its meaning for him.

Take a case for illustration: It has been noticed that the leaves of a potted geranium have their upper surfaces toward the window. What does this mean? They need to get light, may be a sufficient answer for some of the children. Some of them will likely be ready, however, if the teacher is ready, to ask, In what way is the light of use to them? and to put it to the test of experiment. Then the whole subject of leaf arrangement, shape, and position is open for those children, and meaning and coherence have been put into a hitherto empty and disconnected group of facts. Moreover, the important piece of knowledge has been gained that plant food is made largely out of substances in the air, and a new understanding is possible of the nature of the dependence of the plant on the soil. The part that sunlight plays in the foodmaking of the plants is seen, and this makes possible a new insight into the dependence of animals upon plants. A wholly different conception of life is before the children.

Leaf arrangement is, of course, not wholly determined by light relations. The children find sowthistles (Sonchus) in the yard or by the road with their leaves turned up on edge and twisted about into the plane of the meridian. These plants are in the dry ground and exposed to the sun. On the north side of the schoolhouse in the well-watered flowerbed the sowthistle that has been allowed to remain has its leaves horizontal and turned, as are those of the plants about it, to catch the greatest amount of light. The " why " of the difference is easily worked out and leads to the whole subject of the use of water in plants. The significance of the many devices for conserving water found in the plants of the arid region and a great range of related questions are now open.

The investigation of the light and water relations of plants with its revelations as to source of food supply is likely to lead back to the soil and to open the way for a study of its relations to plant life. Here is the opportunity for testing the power of

clay, sand, and loam to take up and retain water, and for an intelligent discussion of the whole subject of soils.

That questions about flower, fruit, and seed will arise and afford their rich opportunities is evident, as is also that the cutworms, caterpillars and the like found in the garden will supply the basis for a series of problems relating to animal life.

Enough has been suggested to show in what way the gardening may and will lead to interpretative study. Such study, growing out of the work with the plants, not forced upon that work, nor preceding it, is nature study as distinguished from study about nature. Because the problems are to grow out of the work of the children it does not follow that they are to be treated on the spur of the moment or less seriously than any other part of the school work. The procedure may be somewhat as follows: Attention has been called to some fact, say the turning of the leaves of the geranium toward the light. The teacher proceeds by a series of well-directed questions to develop out of the observation a problem, What is the use of light to the plant? She will probably leave it over, that the children may think about it and that she may herself be prepared to lead them in the right direction. Whether it be left over or attacked at once, it must be put into the form, How can we find out the use of light to the plant? before the children attempt to answer it. When it is taken up again, the children, under the guidance of the teacher's questions, are to devise means of answering it. They will suggest readily in this instance that a plant be kept in the dark for a time to see what will happen. It is now for the teacher to make them conceive clearly the purpose of this and to devise such controls and conditions as shall give meaning to it. It is for the teacher to guide them in culling out from the stories they will tell of potatoes, etc., grown in the dark, the real facts and to help them find the weaknesses in their interpretations of those and give definiteness to the questions they are trying to answer. Lastly, it is for the teacher to see that the final results of the long or short investigation they conduct are correctly interpreted and well stated. All of this, or it is not nature study, but something else.

The time devoted to this work is to be what can be found for it. An hour a week, if no more can be had, less if not so much can be had; it is not number of questions treated, but quality of work done that is the measure of worth. Evidently, then, not all the questions along all the lines suggested above are to be attempted, nor any large part of them. Do what can be done well. In starting the garden, and in every stage after it, safety lies in keeping inside the possible. To plant more ground than can be cared for is demoralizing; to start more experiments

than can be watched is more so. To have more questions asked than can be answered is the only excess to be permitted—and prayed for.

Practical work in nature study for the rural schools is, of course, not limited to such as has been outlined. If that which has been outlined is in any degree successful it can not be so limited, because the children will carry it into other fields perforce. Any activity of the farm or home life may be made the basis for a chain of problems. When the orchards are pruned: What is it for? The complete answer involves a pretty complete study of the life of the tree. When grafting is being done: Why it is done thus? A chain of questions equally far reaching is opened. The coddling moth or the grasshopper is damaging crops: How is the damage wrought? What is the life history of the creature that does it? How may the damage be prevented? A south wind comes up, clouds form, perhaps it rains: Why? The whole subject of atmospheric moisture is before the school, with it the climate of California and all its related subjects.

For several paragraphs the emphasis has been on the interpretative phase of nature study. That is, it must be re-emphasized, not the only phase of it nor the first one. Before children can interpret they must experience. Acquaintance with his world is a part of the equipment of man for life. One of the prominent aims of nature study everywhere is to help children to know the things they meet, to know this plant or this bird as like the one seen yesterday or unlike the one seen an hour ago, to have a picture of it in the mental gallery. A good measure of this sort of acquaintance is the naming of the forms, so it is usual to teach the names, but naming is *only* the measure, and care must be taken that it does not hinder the real acquaintance. Children should know the trees and shrubs of their neighborhood, most of the conspicuous flowering plants, many of the other plants, a good many of the birds, insects, etc. A part of the school work must be directed toward such knowledge. This sort of work is hard to organize. Once started, however, it rapidly grows to take care of itself. Children are fond of naming and collecting, and when the impulse has been given by a few questions they soon begin to bring things in. To observe these things, name them when possible, and to note points of interest is about all that can be done.

The impulse to keep and study live animals is as easily started. How much shall be done with it is for the teacher to say. Every child should have an opportunity to watch the development from egg to adult of frogs and toads, mosquitoes, blowflies, and some forms of moths and butterflies. The care of all of these forms is so easy that the failure to use such fine material for the illustration of the life cycle is unpardonable. For children to know

how mosquitoes are bred and how they may be controlled, that toads are not loathsome but interesting and very useful animals, from what sort of adult insect the cabbageworm or the cornworm is produced is of vastly more value than to know the boundary of Louisiana, the position of the British army at Brandywine Creek, or the method for extracting cube root.

From another point of view: Practical work in nature study for a rural school must be based upon the aspects of nature about the school. A school on the open plain can not do the work that is easiest for a school in the woods; a school in Glenn County can not do what would be practicable for one near San Francisco Bay. The problems of life and its relations are the same in essence everywhere, but the points from which they are to be approached are as different as the environments. Even if the approach were in every case through the decorative treatment of the room and grounds, as in the first suggestion of this article, the procedure would vary enormously in different environments. The teacher must find her point of beginning for herself. The only purpose of this article has been to suggest a way to look for it.

Now for the final objection: Teachers lack the scientific training to do these things. That most teachers will encounter difficulty with some of the questions suggested above is a matter of course. No attempt is made here at treating the questions fully, because the space allotted for this article is limited and because such a treatment would be of little value anyway. The teacher who finds herself in deep water will always win to the shore if she has good sense and the courage to admit her limitations. If it is information or suggestion as to a method of working out a problem that is needed she should remember that there is in California a State University a part of whose function it is to supply information to people who need it, and that there are five normal schools whose function it is to aid the teachers of the State in all possible ways. From the faculties of these she can get such information as they may have to impart.

Helpful books there are, too, by the score. There is not space here for a list of them. These three are especially suggestive and inspiring: "Nature Study and Life," by Clifford Hodge; "Plant Relations," by J. M. Coulter, and "Animal Life," by David Starr Jordan and V. L. Kellogg.

Lastly let it be remembered that it is not a question of giving but of withholding. Such insight as any teacher can help her children to gain, that much is their right.

Ray E. Chase.

State Normal School, Chico.

READING

(Extracts from paper by T. L. Heaton.)

Reading is the most important subject in our schools, yet it is often the most poorly taught. Children who have not learned to read are asked to gather thought from the printed page in geography, history and literature, and are considered dull because they can not learn what they have not yet been taught to read. Oft-times problems in arithmetic and algebra are difficult only because the children can not read them. Our courses of study are often so crowded with books that the teacher has no time to teach the reading of books. Too often the calling of words passes for reading, and even in the upper grades the children, like Hamlet, read "words, words, words," from which they get neither thought nor feeling. Reading should be taught in every grade as carefully as in the first and second. In the lower grades the mechanical difficulties receive special attention; in the upper grades thought difficulties become greater and greater. Methods in the lower grades have been greatly improved in recent years.

The beginner in reading has many difficulties to master. His power of hearing is not fully developed; he has not always heard sounds distinctly and correctly uttered. He has not perfect control of the vocal organs. Hence he needs much drill in the correct hearing and the correct utterance of sounds, and a distinct, clear voice is a very important requisite of a primary teacher. The child must learn to recognize words from written or printed symbols. He must learn so to correlate these words by pauses, emphasis, inflections, as to give the meaning of the sentence. He must learn to relate the sentences so as to grasp the thought of the paragraph.

During the first weeks of school much emphasis should be laid on ear and voice drill. In addition to these drill exercises have many informal talks to cultivate free oral expression. Stories are told to the children and retold or acted by them. The interests thus aroused furnish matter for the first reading lessons.

Begin with the sentence method. Write an action sentence on the board. Let the children, or a particular child, perform the act and teacher point to the sentence. Other action sentences are needed. The teacher performs an act while the children find the corresponding sentence. A child performs an act represented by one of the sentences while another child finds and reads aloud the sentence. One child points to a sentence for another to perform. The class watch to see if the child named performs the right act. Thus the exercise may be made into a game. The acting of a sentence guarantees the grasping of the meaning; otherwise words may be called with no meaning attached to them.

Pictures may be sketched and put on the board, and sentences written under them. Children learn to read the sentences by association with the pictures. Write the sentences on a different board and see if children can read them. Refer back to pictures for corrections. Make constant use of objects and playthings.

Two or three weeks may be spent on sentences until children can read from fifteen to twenty-five sentences. The words of these sentences are used in making many new sentences. The children refer to the old sentences to find the meaning of the new. In this way from sentences they come to the individual words. From this time the word method is used. Each new word is presented in a sentence the thought of which has first been developed by object, picture, story or conversation. As soon as the new word is learned it is printed on stiff manilla paper and put into the child's word-box. The words thus learned become the child's sentence builders. For busy work the children make as many sentences as possible from the words contained in their boxes. Children consider each new word as an added treasure. Each new word learned is used in as many sentences as possible for blackboard reading.

From four to six weeks should be given to reading from blackboard, using the word method. Children should read print only, as at this stage of their development it is too difficult to learn both script and print for the same word. Writing should not begin before the second year or last part of the first. The child's muscles are undeveloped and should be trained by spontaneous drawing and movement exercises with crayon and pencil. Spelling should not begin before the second term, and should be oral at first. The child does not need spelling until he is ready to express his thoughts in writing. Oral composition should long precede written. It is not necessary to know how to spell a word in order to read it. When children begin spelling, boxes of letters may be used for word and sentence building. Reading is unconsciously preparing the child for his future spelling, but the focusing of the attention on individual letters retards the grasp of words as wholes. The great need of a child at this stage is a large vocabulary of words which he can recognize with least expenditure of effort. If too much energy is spent in recognizing and calling words they are not so correlated as to get meaning of the sentence. Give frequent drills in the calling of words written in lists upon the board. Before the child is asked to read a sentence be sure that he is master of every individual word. Whenever the child stumbles over recognizing and pronouncing a word, the meaning of the sentence is lost. Only such words in sentences as children use daily should be selected for reading. The aim is to convert the ear vocabulary into an eye vocabulary. A part of blackboard or sheet of heavy paper may be used for a "picture dictionary."

Each word is printed under a picture of the object. If a child forgets how to pronounce a word a glance at the picture tells him. Tailors' black drafting paper takes chalk as well as the blackboard and costs but a few cents a yard.

When the children have learned from 50 to 100 words as wholes they may begin to separate the words into sounds. Do not analyze the words to the individual letters, but only to simple and compound phonograms. A simple phonogram is a single letter representing a sound. A compound phonogram is a group of letters representing always the same sound as ing and ight. Do not analyze the compound phonogram, but teach the children to recognize it as a whole. Much effort is thus saved and children make more rapid progress. The sentences first taught contain words from which compound phonograms are to be developed. Write compound phonograms upon the board, a few at a time, form words from them by prefixing simple phonograms, thus:

at	all	an	in	ink
fat	ball	ban	bin	mink
cat	call	can	thin	rink
mat	fall	fan	tin	brink
rat	tall	ran	win	drink

Teacher pronounce phonogram at head of the list, then as each word below is pronounced have the children notice that it begins with a different sound and has a different letter before it. Do not pronounce this consonant separate from the words. Train the child's ear to hear it as part of the word. Pronouncing it separately gives a false sound to the letter. The initial consonant is little more than a position of the vocal organs before uttering the following vowel. If the sounds are not separated the so-called blend is not needed. Do not use "spelling by sound." Do not imitate snakes, birds, steam engines, etc., as representing the sounds of letters, for such are not the sounds as they occur *in* words. The following are some of the most important phonograms: at, an, and, ack, ed, en, et, ip, it, ig, ick, ink, ing, ot, ock, og, ong, un, ut, ug, uck, ar, er, ir, ur, aw, all, alk, ay, ai, we, ea, or, ow, ou, oy, oi, ight, ake, ace, ade, ate, ide, ice, ine, oke. Others may be added from time to time as needed. Children as well as adults pronounce words new to them by similarity or analogy to those they already know. These analogies are unconsciously formed. Children apply them with much accuracy, though unable to state them in words. Much drill should be given on words similarly formed, as ate, bate, fate, mate, hate, date, etc.; at, bat, mat, cat, fat, etc. The children soon learn that the final e makes the preceding vowel long, though they must not commit such rule to memory. Words thus learned do not need diacritical marking. As far as possible the child is to learn the word in the first instance as he is to see it on the printed page. Reading may be very success-

fully taught without the use of diacritical marks. Phonics are *sounds, not marks,* and are best reached directly through the ear. Some excellent teachers, however, use diacritical marks. These should be used sparingly, and given up as soon as possible. Young children should not be expected to carry in mind many of the diacritical marks. Few adults know them, and they are found for reference on every page of the dictionary. Teach the marks of only the more common sounds, long and short vowels, hard and soft g, c, and ch, Italian a, broad a, long and short oo, ou, ow, oi and oy.

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Silent reading is getting the thought and feeling of the printed page. Oral reading is expressing the thought and feeling. Chief purpose of oral reading is to train for silent reading. Frequently test power of silent reading. Read paragraph, close books, tell it; question closely—read again for fuller meaning.

Reading to convey thought implies audience to receive it; audience must not already possess thought. Must not sit with open books. Occasionally make part of class an audience for others to read to. Let the work be some interesting matter which all will want to hear. If easy reading it may be at sight. If more difficult, let part of class prepare beforehand. Let those listening raise hands whenever they fail to hear or can not understand. Each reader thus has a test of his power to convey thought, and the daily class drill becomes preparation for a real occasion. Let pupils appointed to read bring in appropriate short selections, subject to teacher's approval, or let reading be continued from time to time from some larger work. Teacher should frequently question those listening to test real attention and develop power of getting thought by ear.

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Children may frequently read to the class books from school library. Reading in history and geography is particularly valuable. Such reading should not be for the purpose of giving more facts in these subjects, but for vitalizing the text with clear, concrete pictures. Children may sometimes read from these books, and tell to the class what they have read. This gives good oral composition. Written composition may well be based on reading supplementary to geography and history. Good books for parallel reading in history and geography should be kept on the reference table where children may use them constantly to amplify the text.

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In assigning lesson prepare carefully for its study by class. Put on board difficult words and drill in pronouncing them. Give meanings too difficult for children to find readily. Teach to get meaning from context when possible. Give a few words each day

to find from dictionary; train to apply various meanings of word to the sentence and to select appropriate one. Sometimes study with class an entire lesson before assigning to them for study at seat; simetimes read a difficult lesson or paragraph through to class in assigning lesson for study. Often pupils spend the entire study time getting wrong impressions which recitation is too short to eradicate. Use concert drill for difficult pronunciation and expression.

Sometimes teacher may combine recitation and study period. Study each paragraph or stanza just before it is recited. Look over first paragraph and see if there are any words you do not understand or can not pronounce. Put difficult words on board, syllabify, note component parts of word, and all former uses of it—study context for meaning. Teacher or class use word in familiar ways. Look over paragraph again to be sure you get its full meaning. Any questions? Now it is studied relating words to form sentences, and sentences to give thought of paragraph. Harry, read the paragraph now to give your thought. Class, notice to see if you get the same thought. Harry reads. "Did any one get a different thought?" "Mary, give us yours." "Who is right?" Former paragraphs or sentences are referred to to throw light on the present, or judgment is suspended to the following. Note effect on meaning of different emphasis, or inflection *or* * * * *. Do not let criticism become petty and carping. To prevent this after class have studied paragraph, let them listen with closed books while one reads it, then tell if the meaning given by the reading was the one obtained by study. Have several read the same paragraph, each new reader to profit by former reading and criticism.

Let each paragraph be thus studied, then read. As class becomes better readers the study time will become shorter and larger amount will be read at each lesson. Use any method that will accomplish the end—getting the thought from the printed page and conveying it to others by the voice.

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Punctuation marks indicate grammatical relations, not pauses, inflections, etc. They often coincide, but pauses and inflections are determined by the sense, not by marks. Give attention to phrasing. (See Clark, "How to Teach Reading.")

Too rigid requirement of "looking off" the book hinders good reading. The eye should run ahead of the voice to get the meaning. Unless class are very ready readers, or very familiar with selection "looking up" causes loss of place or of meaning. In reading before an audience the selection should be so mastered that reader may look from his book to his hearers.

Let criticism be such as will aid in clearer grasp and better presentation of thought; let it note *excellencies* as well as suggest remedies.

Make reading interpretative, not imitative. Use concert drill to develop qualities of voice and emotional expression. Boys do not like to "show off." There is not time for enough individual voice drill.

Train children to read history, geography, examples in arithmetic, sentences in grammar. Work well read is half learned.

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By every means encourage children in habits of reading. Question occasionally on important topics of current history; call attention to important articles in papers and periodicals. Bring school work into touch with real life; printer's ink helps to do this.

Prepare lists of books from school and public library suitable for reading in each grade. Form a reading circle in your school. At its weekly meeting let children tell of the books which they have read, or read short extracts from them. Let the teacher talk of books and authors, illustrating her talk by readings. When interest is once aroused, a good working library is easily built up, each parent contributing one book to the library, thus secures the use of many for his children. Be sure that each book added to the library is suitable in style and subject matter.

A reading certificate may be issued to children when a required amount of reading is done under the teacher's guidance. Such certificates will be as highly prized as promotions. This reading will broaden the narrow work of school texts and keep profitably occupied the brighter pupils who under a graded system would be merely marking time or getting into mischief. All classes should have a period for reading in the daily program. This time should be devoted, especially in the upper grades, to good literature. Lead children to appreciate the beauty of thought and expression. Too much critical analysis kills. The best teaching of literature is often the sympathetic reading by the teacher. Read to the children a selection from some larger work of literature. Talk to them about the book; tell them where to find it in the library. This introduction to a good book may lead to its mastery. Literature properly taught appeals to the emotions, and its result is the building of character.

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When one passes from Paris to Oxford or Cambridge, one quits modern methods for mediaeval, the teacher for the lecturer, the student for the "pup," research for "reading."

THE TEACHING OF WRITING

Few things in this world have been accomplished without some system of doing them. Most things, if systematically planned and carried out with the enthusiasm and earnestness of one who believes in them, will yield good results. Penmanship is not an exception to this. It doesn't make so much difference what the system is as long as there is one. However, a system of writing without unnecessary lines, flourishes or shading is much to be preferred. The extras not only add nothing of legibility but take much longer to learn and to execute.

Shall it be vertical or slanting? If vertical writing has taught us nothing else it has taught us simplicity of form and careful, painstaking work. If in the lower grades the writing is carefully done, the problem is much simpler in the grades beyond, no matter what the system. The habit of neatness and care will be carried through the later years. Here it is drawing to be sure, but that is the most young children can do. The better they draw their letters to start with, the better they may write afterward. The problem of rapidity does not enter. Let the children take as much time as they will, giving every encouragement to do the work well.

A little later on when real composition work is begun the children find themselves unable to write as fast as they think and with increase of speed, with our present schoolroom appliances, the vertical tends to become backhand or the children dislike the composition hour. Now the real problem begins, and it is here that the introduction of the slanting hand seems to bring relief.

In beginning writing the problem of attention is a very difficult one. When the child first begins he has many things to learn at once—how to hold his pen, how much ink to get, how to begin the letters, etc. He must learn to turn to the right in making certain letters, to the left in others, also the proportions must be mastered. To do all this at once is rather difficult, and nearly all the problems occur in the first word written.

We are attempting to make neat, legible writing a fixed habit, so ultimately the writing part does not disturb the child, but his whole attention may be given to the subject matter. In order to get this habit permanently fixed the child goes over the word a great many times with the attention intense upon the form. If we could teach each separate detail, one at a time, it would be more economical, but the process is a complex one, and many things must be taught at once.

Tracing, at first, helps out somewhat. The child then makes the words nearly perfectly from the first, so it does not take so

long to fix the habit. Then, too, not so many details have to be attended to at once. The attention may be on the holding of the pen, and the moving of the hand more than the proportion or the turnings of the letters. It is almost the only quick cure for children who write upside down or who do the so-called "mirror writing."

Many teachers give the children a copy book with a piece of tissue paper and a lead pencil. The child traces the words many times. This is very fascinating to little children, and is profitable as busy work, especially in ungraded schools. Care should be taken that the children know how to begin the letters and which way to go, as they are likely, if undirected at first, to form bad habits in making the letters.

I have found to be very satisfactory a book made of onion-weave paper—a paper that takes ink and at the same time is so thin that the words show through plainly. The book is made of pages uncut at the outer edge so a paper or card containing the copy may be slipped in between and held in place. A hektograph is useful in making the copies, which may be used year after year.

A very simple word, such as "me" is good to begin with. The children will do better work if the words are written in a full large hand. It is advisable toward the end of the page to omit a word now and then and leave a blank space at the bottom for the a word now and then and leave a blank space at the end for the child to fill in without tracing. The copy will look something like this:

me	me	me	me	me
me	me	me	me	me
me	me	me	me	me
me	me	me		me
me	me		me	
me	me	me		
	me		me	

This tracing should be kept up only until the child has a fair control of his pen and knows how to make the most important letters of the alphabet. He enjoys very much learning to write his own name, especially if he is able to report the matter at home the first week. It will not do to leave the children without supervision until one is sure. They all know how and where to begin the letters and which way to go in making them. The perfection in making comes later.

From tracing with an occasional word written by itself the child may pass to copying words from the board, the teacher showing just where each letter begins and how it is joined on to the next, as the child goes on to higher grades. He may then be shown how to write on lines with very wide spacing. As soon as he has learned two words, such as "Me" and "See," he

is ready for the sentence "See me." If the teacher insists on the period from the start she will be saved much labor afterward. A very good exercise in writing that will help in language later is to put a list of words on the board, begun with a small letter, then the same word begun with a capital letter, as:

he	He
the	The
you	You, etc.

The children copy the words in both columns. This, as well as the tracing, should be done across the page, rather than up and down.

Board work should form a very considerable part of the first year's work. The greatest care at first is to keep the hands away from the board. The child is very likely to take the same position there that he has taken at home with his pencil, and the finger movement rather than the whole arm movement results. Only the chalk should rest on the board; the child should stand well back and use his arm.

I do not say very much about position in seat writing, except to see that the feet reach the floor, that the desk is not too high, and that the position is erect, and that the arm is on the desk, not just the hand and wrist.

I show them how to hold the pen, insisting that the thumb is kept behind the first finger. It is well to begin with taking very little ink on the pen, and to learn to hold it lightly. With the little people we play we are writing with a feather or a glass pen, so we can not press down on the paper.

A very good exercise is to have both hands hanging lightly at the sides, then give the following commands: Raise your left hand; take your pen in your left hand; get ink; put your pen into your right hand so you will be ready to write; write. This often helps to keep the child from grasping the pen so tight.

A very good pen that serves especially to keep the child from grasping it too tightly has cork or rubber near the base, making the holder very large. An ordinary pen may have a piece of thick rubber tubing about three inches long slipped over the holder just where the hand grasps it.

Encouragement and enthusiasm on the part of the teacher are more necessary than anything else. Add to this willingness to keep at it day after day, and patience with the slow ones, and the greater part of the battle is won.

I have seen several devices used to spur the children on to hard work. The most desirable one is to pin up the best papers on the wall where the children may see them as they pass back and forth. This is good as it sets good ideals before the children. They see what is really good and try to make their own like it.

As soon as the children can copy readily from the board, I have found them much interested in copying a proverb which has been very carefully written upon the board by the teacher.

Before the children write, the teacher points out the hardest parts of the copy, then as the children write passes about the class correcting one mistake at a time. To illustrate: The copy is, "Make hay while the sun shines." The "k" and "s" are hard for the children, also the joining of the "w" and "h." The teacher speaks of these, makes them by themselves on the board and calls for individuals to do the same. The class then writes. Perhaps one child makes his work too black. The teacher shows him about getting ink on his pen and holding it lightly. The next boy has his capital too small. This mistake is corrected and the teacher passes on. When the children succeed in making a good copy, the quotation is written in a blank book kept for the purpose. A gentle rivalry as to the number written in the book is a spur to hard work.

The ordinary injunction, "Write it again and do it better," is nearly always useless, as nine times out of ten the child has done his best, and having done that he doesn't know how to write it better. What he wants is one error at a time, not all of them at once, pointed out to him so he can make it better. Soon the point will be reached where the teacher need only say: "Look at my 'r'; look at yours." The child can then correct his own error. As long as children are interested they will work. Variation in devices usually lend interest. The above device may be varied by having the child who has the best copy write in a special class book which may be decorated in some way so it will be attractive.

Another variation of the regular writing lesson is to give a group of letters much alike, as w, i, u, t, n, m, y. The children practice on these, then words are given based upon them, such as it, wit, witty, win, etc. The next day one or more letters may be added and a new list of words given.

About the time children begin to grow restless under the careful drawing-writing, and this will come as soon as they begin to write their own connected thoughts, or when rapidity is required, I begin the slanting system.

At this time I show the class about the arm movement, and give some of the many movement exercises that have been used in schools for so long and have seemingly accomplished so little. Some fall into it readily and adopt it at once without any nagging. Some never get it, no matter how much time that would be more beneficially spent upon something else is given to it. The fact is that many people in the world about us write rapidly enough for ordinary purposes and very well with the finger movement. Comparatively few follow the arm movement.

The tendency of the slanting hand is to make the curves narrower, not so rounded as the others. This, with the omission of the extra lines and simplyfying of all the capitals, makes way for rapid work.

To help along with this some exercises in speed may be given. The teacher puts a short copy on the board. The children write slowly and carefully, while the teacher with watch in hand sees how long it takes. If many of the children make their letters incorrectly the teacher corrects and the children write again. Finally all is satisfactory, the signal is given and all write as fast as they can, keeping the writing as well as in the line above, and standing up when they have finished. When the majority of the class are standing the teacher takes time, and the gain over the last is announced. The children write thus several lines, each time making it as rapidly as possible. Care must be exercised in watching that the writing is kept as good as in the line above. If the teacher enters into this contest with enthusiasm and good judgment, much good comes of it. The children like it so well that a rainy day finds them doing it in their "play school."

Copy books are not of much value if used simply as practice books, but they may be a great incentive to attention to writing. The first copy in the book may be placed upon the board, the children practicing upon paper until the work is fairly well done. Three or four lines are then written in the copy book, and the next copy is given. Sooner or later the children come back to the first page and write again. These lines should show an improvement over the first.

I have given out practice paper of a uniform size and kept all the papers in order of time. Each child's papers placed in order in a colored paper cover at the end of each month is a good report of his improvement or otherwise for his parents.

But after all is said and done, the kind of writing one succeeds in getting depends upon the enthusiasm one puts into it. If a teacher gives her writing lesson every day as if she enjoyed it the children catch the spirit and try to do as she wishes them to do. The battle is then more than half won. Enthusiasm, together with careful but kindly criticism that builds up as it destroys, with willingness to go slowly and carefully, with each step a little harder than the one before, with the gentle but firm decision to accept only the child's best handwriting, will nearly always insure the best kind of work.

I have added a list of proverbs and sayings that I find useful as writing lessons:

A stitch in time saves nine.

Birds of a feather flock together.

Caution is the eldest child of Wisdom.

Often in the higher grades a word needs many repetitions before it is perfected. A stanza containing that word many times is more interesting to write than the one word or line over and over again.

These stanzas may be found useful:

Kind words are the gardens,
  Kind thoughts are the roots,
Kind words are the flowers,
  Kind deeds are the fruits.

For want of a nail the shoe was lost;
For want of a shoe the horse was lost;
For want of a horse the rider was lost;
For want of a rider the battle was lost;
And all for the want of a horseshoe nail.

Little deeds of kindness,
  Little words of love,
Help to make earth happy,
  Like the heaven above.

EFFIE B. MCFADDEN.

State Normal School, San Francisco.

Dare to do right.
Earnestness is good; it means business.
Gold all is not that doth golden seem.
Honesty is the best policy.
Justice is truth in action.
Kind words are more than coronets.
Live for something.
Make haste slowly.
Never count your chickens before they are hatched.
Once to every man and nation comes the moment to decide.
Patience and fortitude conquer all things.
Quality not quantity is my measure.
Silence is golden.
The more haste the less speed.
Use can almost change the stamp of nature.
Where there is a will there is a way.
Youth is life's beautiful moment.
Whatever is worth doing at all is worth doing well.
Those who live in glass houses should not throw stones.
A bird in the hand is worth two in the bush.
A new broom sweeps clean.
A penny saved is a penny earned.
A rolling stone gathers no moss.
Make haste while the sun shines.

Some Suggestions on the Teaching of Composition

The term composition is here used for such systematic instruction in English as has for its aim the mastery of correct forms in oral and written language, and the development of the child's power of expression. To be convinced that a systematic course of instruction looking to these ends as possible results is greatly to be desired, one needs only to attend to the muttered, mumbled, incorrect speech of the average product of our schools, or to inspect a page of their writing, or to note the difficulty with which most persons express themselves, and the inability of the many to do so, except in a very limited degree.

A mastery of the formal elements of English can not be acquired incidentally. Provision must be made for systematic instruction in this, as in formal arithmetic or geography. A "crowded course of study" is no excuse for neglecting to give to a subject of such importance the attention which it deserves. Every school exercise is, in one sense, an exercise in English. There should be at least one exercise each day, whose aim is to give to the child a better mastery of and a larger acquaintance with his mother-tongue. Such an exercise will contribute materially to the mastery of the other subjects, and it will, in turn, gather strength from them.

* * *

Some Fundamental Principles

Speech is very largely a matter of imitation. The child learns to talk by imitating the speech he hears. Even peculiarities of enunciation are sometimes thus acquired. Habits of speech are thus formed long before the child enters school. Account must be taken of these habits, and of the persistent forces that are at work outside of the schoolroom. The fact that some children acquire a fair mastery of the mother-tongue should not be attributed to the feeble efforts of the school in this regard, but to the influences that are at work in the home and other surroundings of the child. Likewise, the fact that many of the children fail to acquire a mastery of correct forms in the spoken language must be attributed to the greater potency of the forces that are at work outside of the schoolroom. The work done in the school should be made more effective. It must aim to make headway against the current of these retarding forces. The teacher should recognize, from the very first, that she must cope with fixed habits of incorrect speech, and with the influences that are at work in the home and on the street, and playground. Habits are acquired through frequent repetition. It is only by constant repetition that many of the correct language forms can become

fixed habits of speech. Meanwhile, the retarding forces are as persistently at work fixing wrong reflexes. Consequently, the work of the teacher must be made as effective as possible. In planning her work the following pedagogical principles should be observed: 1. Attempt but one thing at a time. 2. Have the attention of the class fixed upon this one thing. 3. Use a device that will help to make the first impression a strong one. 4. Frequent repetition is necessary in order to acquire a reflex. 5. Provide occasion in subsequent exercises for the application of the forms thus mastered. 6. Hold the class to strict account for work that has been covered. The application of these principles to the teaching of correct verb forms will be illustrated in a subsequent paragraph.

* * *

Oral Composition

Too little attention is given to oral composition in our schools. This is true, not only of the primary schools, but also of the grammar schools, and high schools. The importance of the subject has been underestimated. The opportunity afforded by it to develop the expressional powers of the pupil, to correct errors in sentence structure, and to train the classes in the selection and arangement of subject matter, has not been realized. We have failed to appreciate how much more can be accomplished along these lines by means of oral exercises than by written work. Not only will such exercises give the much needed training in oral expression, but they will contribute materially to the written work. the extent of this contribution, however, will depend upon the teacher's ability to secure oral expression that is connected, direct, and correct as to sentence structure.

* * *

Primary Grades

In the First and Second Grades nearly all of the composition work should be oral. Until the mechanics of writing have been mastered, but little written composition should be required. The teacher must appreciate the fact that excellence in penmanship is not synonymous with excellence in composition, and that the composition exercise is not for the purpose of learning the mechanics of writing. The pupils should understand that every written exercise is to be carefully executed; but the aim of the teacher of composition should be other than to secure models of neatness and of good penmanship, that can be displayed along the walls for the approval of the principal, and the admiration of visitors. In the First Grade, stories told by the teacher and retold by the class, should be made the basis of the work in oral composition.* The teacher should cultivate the art of story-telling. The interest of her class will depend more upon her ability to tell the story well than upon the story itself. But care must be exer-

cised in the selection of the stories used. The simple narrative in which the sequence of events determines the order of presentation is the best. The teacher should be ever conscious that her speech is the model after which the pupil patterns his own, whether he does so consciously or unconsciously. In retelling the story, it will be consciously. She should, therefore, tell it in simple sentences, and should avoid the use of unfamiliar words. Fortunate indeed, is the teacher who can turn to the board and illustrate her story with the crayon. This gives added reality to the story. It may be necessary, sometimes, to tell the story a second time before calling upon the children to retell it. At first much assistance must be given by the teacher, and rude beginnings must be accepted without too much criticism. If the teacher is tactful, the pupils will be delighted with the exercise. They will soon join heartily in the criticisms, naming parts of the story that were omitted, etc. Ideas of order, and of the connection of related parts of a story are thus obtained. If the teacher has been careful to require the stories retold in simple sentences, the child has learned that sequence of action can be expressed without the too frequent use of the connective *and.*

A beginning should be made in acquiring correct habits of speech. Where incorrect forms are used, others must take their place. Where incorrect forms are likely to occur, the correct forms should be frequently introduced. Naturally enough, the past tenses of many of the irregular verbs are a source of much confusion to the pupils. Attention should be directed to some one form upon which drill is necessary, say the past tense of the verb *to eat.* With emphasis upon the form *ate,* the teacher uses it in some such language story as: I *ate* some apples for breakfast this morning. She then calls upon the several pupils to tell what they ate. In this way, by the frequent repetition of the correct form with the attention fixed upon it, a beginning is made in the acquisition of the desired reflex. A story is told to the class in which the form *ate* frequently occurs. The test of the pupil's mastery of the form in the correct use of it when the attention is upon the story and not upon the word itself. Thereafter, the class should be held to account for the use of the correct form.*

A beginning in written composition should also be made in this grade. Short sentences from the reading lessons should be written on the blackboard and copied by the pupils. In this way, the habit of capitalizing the first word in each sentence, and of closing it with a punctuation mark is acquired.

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*Suitable stories for this purpose will be found in the following: Fairy Stories and Fables—Baldwin. (American Book Company.) Stories for Children—Mrs. Chas. A. Lane. (American Book Company.) Child Life, Second and Third Readers—Blaisdell. (MacMillan.) Child Literature—Mae H. Simms. (American Book Company.) The Story Hour—Kate Douglas Wiggins. (Houghton, Mifflin & Co.) The Boston Collection of Kindergarten Stories. (J. S. Harnnett Co.) School Management—E. E. White. (American Book Co.)

The general plan of work, as outlined for the First Grade, should be followed in the Second Grade. The pupils should now have more to say, and should be able to say it with less hesitation. Spontaneity should be encouraged. Attention should be given to the forms of the sentences which are used by the pupils. Fables and short stories should be told to the class. These should be retold by the pupils. Some of the more common words should be introduced into the spelling lists. After the story has been retold, the teacher should write it on the board, a sentence at a time, as it is told by the class. Here is an opportunity to lead the pupils to see how the story is composed of sentences, and how each sentence must necessarily be a complete whole, while it is itself a part of a greater whole. The story should be read from the board, then erased. The pupils may then rewrite it on the board. The written story should consist of a single short paragraph. Much oral composition should be given throughout the grade. If properly handled, it should be effective in developing the child's power of expression. The pupils should be frequently called upon to tell in an orderly way, incidents which they have witnesed, etc. No written work on paper should be required, except the copying of simple sentences. Exact statements in correct English should be required of the class in recitations in every subject.

The plan as outlined for the preceding work should be followed in the third and fourth grades. Much oral composition should be given. Some original compositions should be required as early as the Third Grade. The teacher must assist in the matter of organizing into proper form for presentation, the disorganized facts which the child has gathered. The written work should consist of (*a*) the reproduction of stories told by the teacher or read by the pupils; (b) short paragraphs drawn from the materials of other subjects, such as nature study, etc., and (*c*) the occasional expression of the more personal interests of the child in the form of *a*. For the last named purpose, the teacher should acquaint the class with the accepted form for the social letter, and for the address upon the envelope. The pupils should now write upon paper without previously having written it on the board. But the teacher must hold herself responsible in most cases, for the presence of a well-organized content. In the Fourth Grade, the division of material into paragraphs should be taught. The written compositions should have increased in length and paragraphs should have become a necessity. Attention should be directed to these divisions in the Reader and other texts. The pupils should examine several of them to determine what change of thought made each necessary. General headings in outlines of stories should serve as indications of new paragraphs. Such outlines should be made by the pupils with the help of the teacher.

For a more detailed account of this method, see The Teaching of Formal Language in the Primary Grades, by Effie B. McFadden, Bulletin No. 7, San Francisco State Normal School.

In the correction of written work, account should be taken of only such facts as have been taught the class. Errors in other particulars should suggest the lines of needed instruction. Words which are misspelled should be entered into the regular lists of spelling words. Errors in capitalization, etc., should suggest the need of special attention to certain uses of capital letters. The exercise in dictation will furnish a convenient drill upon these.

* * *

Correction of Papers

Some uniform practice should be followed in the marking of papers. The following suggestions are made: 1. Use red ink in the correction of composition papers. 2. Indicate errors by underscoring. 3. Give the correct form in the margin when you have reason for believing that the writer of the paper can not make the correction for himself. Cultivate the spirit of self-criticism in your class. Do not do for the pupils what they can do for themselves. 4. Use a set of abbreviations to indicate the nature of the mistakes. 5. Do not require much rewriting of papers. Only such papers as have many inexcusable errors due to carelessness, should be rewritten. 6. Have the pupils report for the correction of errors before they undertake to write the correct form. Defective sentences, and sentences containing misspelled words should be rewritten several times. 7. Give individual criticism as well as class criticism. Individual criticism should be private. Is should aim to meet the particular needs of each child. Class criticisms should aim to meet the needs of the class as a whole. The following list of abbreviations will be found to cover the most common types of errors: p, error in punctuation; s, error in spelling; t, error in tense form; sent., error in sentence structure; v, error in the use of the verb; Λ, an omission; P, make a new paragraph; =, join words or sentences; ||, separate words or sentences; c, error in capitalization; o, omit; w, wrong word. Expression is for the purpose of communicating. It implies the presence of another. The written work of the pupil should always be carefully read by the teacher. It should be frequently read to the class. Added interest is aroused when this reading is done by the pupils themselves. The best compositions will serve as models for those who are less proficient. Judicious commendation should follow the reading of good papers. The teacher should look for some good feature in the papers of every member of her class. Much encouragement should be given, for the task is of itself a difficult one, as is witnessed to in the general attitude toward the subject particularly when the writer feels that his work is to be subjected to close scrutiny. If it is found that the reading and correcting of written work is consuming too much of the teacher's time, the written exercises should not be too frequent. Oral exercise should intervene.

Running parallel to the work for the development of the power of expression, there should be a progressive course in the mastery of capitalization, punctuation, etc. Commencing in the first grade with the use of the capital letter at the beginning of the sentence and the period at its close, the progress made should keep pace with the needs of the class in written composition. The pupils should be taught to leave a margin of half an inch at the right and one of a little over an inch at the left of the page. The margin at the right should be treated as an emergency margin, that may be broken into occasionally in writing parts of long words.

* * *

Grammar Grades

Before the pupil has reached the grammar grades the mechanics of writing should have been so far mastered that the pupil can give most of his attention to the task of saying in good form what he has in his mind. More written work should now be required, and the composition should grow to several paragraphs. The subject matter of history and geography will frequently call for oral and written expression that will require the pupil to organize in an orderly arrangement what he has to say. In marking such papers, account should be taken of both form and content. When outlines are used, they should be made out by the pupils with the help of the teacher. Ready-made outlines should not be used in composition. The making of an outline by the class is an exercise in the organizing of material. Materials drawn from readings in literature, and from books read out of school should be used occasionally as the basas of composition in these grades. Exercises in writing social and business letters, news items, notices, bills, checks, abstracts and summaries, etc., should be given. Frequent original compositions should be required.

The etiquette of correspondence should be touched upon in the seventh and eighth grades. The pupils should be led to see that social letters are like social calls. They pass between those who are friends; they require an answer within a seasonable time, and so it continues. They have a form of their own, and no very marked deviation from it is permitted. Again, the business letter is much like a business call. It does not wait its turn, for it has none. It requires a prompt reply, if any. It has a form that is not subject to much change, for it is dictated by the necessities of business relations. It has a definite purpose. It is brief and to the point, without being bald.

Finally, pupils should be made to realize that it is usage that determines what is good form not only in letter writing but in all language. That good speech is a more certain mark of good breeding than good clothes, and that it can be acquired only by patient and persistent effort, and that this effort is worth while.

The Fundamental Processes of Arithmetic

Much attention is directed towards this science at the present time by the thinking men and women in the profession and to the time that should be given to it. The general opinion is that too much time is spent in school upon it; that the time is entirely out of proportion to what it contributes to the mental and moral make-up of the child, and that the time so spent deprives other studies of more life, as well as school import of that due to their greater culture and practical worth.

The work in formal arithmetic should be shortened by lopping off from one to two years from the beginning and in the last two years it could be modified to advantage by substituting, for the time spent on the solution of difficult problems, algebra and the algebraic method. By beginning the study of formal arithmetic in the third grade in school much difficulty would be avoided, as well as that lack of comprehension which is often so baffling to the teacher and discouraging to the child, surrounding his efforts with failure and the work with mystery.

There has been a strong movement in California for some time in favor of putting off to the age of eight or nine any formal work in number. In a rapid review of some two hundred courses of study, ten put the formal study of arithmetic for the third year in school. Many of them, however, load that year down with as much work as, in other courses, is studied during the first three years. Whether this anomaly be due to prevailing pedagogic prejudice, or the amount of number work to be done during the remaining school years, the data at hand will not bear out.

Teachers always complain of the amount of work in number, and pick out with fatalistic certainty a goodly corps of pupils who cannot work arithmetic. Yet in spite of this, custom and school inheritance are so strong that teachers invariably introduce arithmetic in the first even where the requirement is the third. The iniquities of teachers are handed down to the third and fourth generations of their successors—let us hope their virtues are as insistent along the line of descent. The untrained teacher teaches as she was taught, and in the case of trained teachers, the personality, the manner and the method of old

teachers will break through, in time, the veneer of training they carried away from their Normals. The average pupil entering a Normal School needs pedagogic regeneration and a new spirit more than instruction in pedagogics.

This is diversion from the subject in hand and is pardonable only to call attention to the fact that so important has arithmetic been considered that many seem to feel that that day is lost in which no arithmetic has been taught.

Without further discussion it will be assumed that the beginning of the third year in school or the eighth year of the child's life is a good and safe time to take up the study of formal arithmetic.

Two questions at this point arise: Shall no work in number be done during the first two years of school? And what, if number work be taught during this period, shall be the nature of the work?

The child upon entering the school has a number comprehension and many words in his vocabulary which signify enumeration and comparison. He is likely to be able to use with fair accuracy the numbers to five and such words as big, small, bigger, longer, higher, etc.

There is much which may be done at this time (and it is believed to advantage), besides combinations, tables, factors, and definitions; and it might appear that this is just the thing to do.

Continue the counting which every child has begun before entering school—not aimless counting nor monotonous repetition. Count objects, count persons, count units of measurements, and as the child becomes familiar with the spoken number teach the making of figures and the writing of numbers with patience and care. Give every figure its most striking characteristic and insist on its being so written. The writing and reading of numbers should be carried on as far as one thousand during the first two years at school. This work is not urgent. There can be no serious harm if the third school year be reached without having finished it. Most of the work for these years should be adapted to the child's desire to do things. It would therefore be well to have him measure with his ruler certain distances at first, but as he gains the idea of feet and inches, measure things, as desks, tables, etc., and write down the results. This work must be varied to bar monotony; hence other units of measure should

be used, as the pint, the pound and the ounce. Actual measuring must be done. When the pound or the ounce is taken as the unit a scale must be used, and something—sand for instance—weighed. There are many ways in which a study of number could be followed up which would bring the child's desire to do something with his hands into play. The knowledge thus acquired should be used on all occasions. Whether the child tells a fairy story, describes a plant, or narrates a bird-nesting expedition, due attention should be given to the number element as well as judgments expressed in it. For example, when a boy talks of throwing a stone a thousand feet, it would be interesting to start him and his class out to measure a thousand feet down the middle of the street, and then to let him try to throw a stone that distance.

There are many occasions upon which more correct comprehensions of number significance could be given in a half hour's play than could be gained from weeks of work in formal study. Everything along this line of work depends upon the tactful teacher—the best outline of work for these years will become lifeless—dead—unless animated by the iuspiration of the living teacher—one who has kindled the professional torch anew in the fires which burn on the altars erected to the truly new education.

Some formal work may be done to prepare the way for the more serious task of the coming years. During the second year, when the child counts readily to 100, careful drill in counting by 10's should be given. Start first with 10 and proceed 20, 30, 40—100; then 1, 11, 21, 31—101; 2, 12, 22—102; 9, 19, 29—109.

In teaching this counting by 10's it would be of advantage to write the numbers on the blackboard in columns as they are counted.

Its value will appear when the actual work of arithmetic begins later on.

All this time no mention is made of combinations and nothing in the work will create in the child a desire, or call forth an effort on his part to find out how much the sum or the difference of any two numbers is. This is important for the reason that all combinations of numbers must enter into the realm of spontaneous reproduction rather than to be arrived at by any process of counting or tapping or nodding. This idea will come up

again for further discussion. It is enough for the present to bear in mind that during these two years no attempt be made to teach combinations incidentally. It is questionable if any incidental work should at any stage have a place in arithmetic. It may be well to group objects to convey the idea of number and to form a number picture; but it is an error to put two of these groups together for the purpose of teaching their sum unless by their arrangement the two groups form a picture already in mind. Numbers may be pictured thus with some advantage:—

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  .   .   .   . .   .   .   . .
.       . .                 .   . .   etc.
  .   .   .   . .   .   .   . .
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Perhaps little good ever comes from number pictures and much harm from combining them. It is a very good method in arithmetic to pass this device by, whether these pictures be made of objects, pictures of objects, or simple dots.

The third year is at last reached and the child is brought face to face with the more serious business of learning to add, subtract, etc. It is well at this stage to make an inventory of his arithmetical acquirements. He can count to 1000, and write, unerringly, all numbers to this limit. He can make figures, write plainly, knows something of abbreviations, can measure, weigh and record results, i. e., write such expressions as 2 ft. 6 in.; 3 yds., 2 ft. 4 in.; 1 lb., 6 oz., etc., and he knows what such expressions mean.

In addition to this he can count by 10's from any number to 100, plus that number; and above all he has never had an arithmetical task he could not do. To him, in arithmetic there is no such word as fail.

The failures are all ahead. They lie along the track he must travel during the next four years. For we are told that four years' judicious work should teach all the arithmetic necessary.

The work must be directed towards those things most necessary—the combinations, the tables, the simple operations. No time should be spent in teaching anything that is not a principle upon which future work depends or does not follow directly from principles already learned.

The beginning of addition must be the summing up of two numbers—the study of a combination. Any combination will

do to begin, e. g., $\begin{array}{r} 2 \\ 3 \\ \hline 5 \end{array}$ All combinations should be written in vertical columns and when first presented have the sum below. The mental picture must be complete. In order to secure this the combination and its results must, until it is learned, appear in the form written above. This form should be dwelt upon till any two of its terms being given the third will instantly and spontaneously assert itself in consciousness.

Review counting by tens, beginning from 3; thus: 3–13–23—103; then add "2" to each number:

$$\begin{array}{rrrr} 2 & 2 & 2\ldots\ldots & 2 \\ 3 & 13 & 23 & 103 \\ \hline 5 & 15 & 25 & 105 \end{array}$$

Change the combination to $\begin{array}{r} 3 \\ 2 \\ \hline 5 \end{array}$ and study out in a similar way the series 2–12–22—102, and the combinations—

$$\begin{array}{rrrr} 3 & 3 & 3— & 3 \\ 2 & 12 & 22— & 102 \\ \hline 5 & 15 & 25 & 105 \end{array}$$

Care must be used to avoid counting. The result, "5" must be instantaneous. Apply the combination when mastered to little practical problems as 3 books and 2 books, etc.

The next combination would be $\begin{array}{r} 4 \\ 5. \\ \hline 9 \end{array}$ Study this and $\begin{array}{r} 5 \\ 4 \\ \hline 9 \end{array}$ after the same manner. The object in view is column addition. For this reason and because it is custom add every column and study every combination from the foot upwards.

Enough has been studied to form a column which the child can add. Taking the first combination $\begin{array}{r} 2 \\ 3 \\ \hline \end{array}$ and the upper figure of the second—4—a column to be added is formed

thus: $\begin{array}{r} 4 \\ 2 \\ 3 \\ \hline \end{array}$—every combination of which is known to the child.

This is a practice column by the use of which the young learner is to acquire the rhythm, the quickness, the facility—in short, the correct adding habit. The next combination may be $\begin{array}{r} 3 \\ 9 \\ \hline 12 \end{array}$ which, after due study as outlined above, is placed in the series of studied combinations and its upper figure added to the column.

The column will now be: $\begin{array}{r} 3 \\ 4 \\ 2 \\ 3 \\ \hline \end{array}$ The series may be completed by the combination $\begin{array}{r} 1 \\ 2 \\ \hline 3 \end{array}$

The series as completed now is: $\begin{array}{r} 1 \\ 3 \\ 4 \\ 2 \\ 5 \\ \hline \end{array}$ $\begin{array}{r} 2 \\ 3 \\ \hline 5 \end{array}$ $\begin{array}{r} 4 \\ 5 \\ \hline 9 \end{array}$ $\begin{array}{r} 3 \\ 9 \\ \hline 12 \end{array}$ $\begin{array}{r} 1 \\ 2 \\ \hline 3 \end{array}$ From this the column is formed.

Vary the column by writing it: $\begin{array}{r} 1 \\ 3 \\ 4 \\ 2 \\ \hline 13 \end{array}$ $\begin{array}{r} 1 \\ 3 \\ 4 \\ 2 \\ \hline 23 \end{array}$ $\begin{array}{r} 1 \\ 3 \\ 4 \\ 2 \\ \hline 103 \end{array}$

All the combinations should be mastered in the same way.

This work will take a year. In the ordinary school year there are from 150 to 190 days' school. This allows nearly four days to the study of one combination. At the end of each series a halt should be made in the study of new matter and the time given over to drill and review.

So far no attention has been paid to adding two or more related columns or to "carrying." It has been left out purposely, for the reason that it has no place in the easy rhythmic adding of a column, nor in the mastery of the combinations. The following exercises will make "carrying" very easy. It can be mastered in a day by routine work. The teacher may enter into

the why and wherefore, but it will be enough for the present purpose to establish how to add several columns. Take exercises made up by repeating some of the single columns studied:

33	777	8888	378	4374	428763
44	555	1111	451	5329	948049
22	222	1111	221	2836	217692
23	111	3333	313	4538	834879
—	112	4445	514	2361	392817
					174569

Do not write the number carried below the next column. Hold it in memory or write the results of each column down one below the other and keep them for reference.

So far no work in subtraction has been done. The combinations have been studied so as to acquire the power necessary to subtract. To illustrate, take the combination:

$$\begin{array}{r} 7 \\ 6 \\ \hline 13 \end{array}$$

From this is studied

$$\begin{array}{r} ? \\ 7 \\ \hline 13 \end{array} \quad \text{and} \quad \begin{array}{r} 6 \\ ? \\ \hline 13 \end{array}$$

This training is sufficient to enable any child who knows addition to subtract at once. There must be no borrowing and paying back. Simply have the child add to the figure of the subtrahend the number necessary to make the figure in the minuend, thus:

$$\begin{array}{r} 874 \\ 462 \\ \hline 412 \end{array}$$

Have the child state his work in this manner: Two and two are four; six and one are seven; four and four are eight. Take another example:

$$\begin{array}{r} 8203 \\ 4786 \\ \hline 3417 \end{array}$$

Let this be read off, 6 and 7 are 13; 9 and 1 are 10; 8 and 4 are 12; 5 and 3 are 8.

Although it is the belief of the writer that no great advantage is gained by introducing subtraction until addition is fairly well mastered, it may be begun when the first series of combinations have entered into the realm of things known.

Subtraction can be taught in this way and at this time to a class well up in addition in two fifteen-minute lessons.

There are many details of the work which it might be well to state, but space will not admit.

Throughout this year oral work should receive much attention. Practical concrete work up to the point of the child's knowledge of and facility with numbers should be given. Such study of number as preceded the third year should be continued and directed towards fractions, that a few of the fractions in common use may become familiar.

The work outlined is to occupy a full year's time and to receive much review during the next three years of school.

In taking up multiplication the same method of study of the individual combination should be pursued. The first table and the first two combinations in all the tables are already known. Take for example such a number as 342 to be multiplied by 2. The most direct way is to multiply at once, thus:

$$\begin{array}{r} 342 \\ \times 2 \\ \hline 684 \end{array}$$

Verify the result by addition, thus:

$$\begin{array}{r} 342 \\ +342 \\ \hline 684 \end{array}$$

Practice this work until a multiplicand of many figures can be multiplied and the result written down rapidly.

The art of carrying must be taught again, so take such an example as: 786×2. 786 is taken twice; add it

$$\begin{array}{r} 786 \\ +786 \\ \hline 1572 \end{array}$$

to review the art of carrying in addition; then multiply thus:

$$\begin{array}{r} 786 \\ \times 2 \\ \hline 1572 \end{array}$$

Practice as suggested above. All numbers to "12" may now be used as multipliers when the figures in the multiplic and quotient do not exceed 2; e. g.:

$$\begin{array}{r} 2121 \\ \times 3 \\ \hline \end{array} \qquad \begin{array}{r} 1221 \\ \times 4 \\ \hline \end{array} \qquad \begin{array}{r} 2112 \\ \times 5 \\ \hline \end{array} \qquad \begin{array}{r} 1122 \\ \times 12 \\ \hline \end{array}$$

This completes the art of simple multiplication. It should be supplemented by oral work. While doing this work, new combinations should be taken up, as, 3×3=9. This product may be worked out by addition, but it is well and more direct to write it down and study it until, if the factors 3×3 be presented, the result 9 will arise immediately and spontaneously in conscious-

ness, and conversely, if $3\times\ =9$ be presented the other factor will arise.

$3\times4=12$, may next be taken, studied, and placed in the table.

Complete the study of this combination as follows:

$$3\times\text{—}=12 \text{ and } \text{—}\times4=12$$

Use 3 and 4 as multipliers after the manner indicated above, taking in the multiplicands, no figure giving with them a higher product than 12.

After this manner proceed, studying each combination by itself, until the forty-five or the seventy odd are learned.

The power acquired by the child and his increased knowledge of number justify and even recommend taking up division at an early stage of the work in multiplication and the study of the two together.

The study of the multiplication combination, so that if any two of the elements be presented, the third will arise, prepares the way for division. At the beginning introduce the division form

$$\begin{array}{r} 4 \\ \hline 2)8 \end{array}$$

Review all the combinations studied in this way:

$$\overline{2)6},\ 2)\overline{10},\ 2)\overline{12},\ \overline{3)6},\ \overline{3)9},\ \overline{3)9},\ 3)\overline{12},\ 4)\overline{12},\ 5)\overline{10},\ 6)\overline{12},\ 12)\overline{24}$$

There is something in the form. The mind should always have a form picture for each basic operation. It might even be better to have studied the multiplication combinations after the multiplication form, thus:

$$\begin{array}{r} 3 \\ \times2 \\ \hline 6 \end{array}$$

Continued effort is now required—a dividend consisting of several figures. At first repeat the figures in the dividends of the exercises above:

$$\overline{2)6666}:\quad \overline{2)4444}:\quad \overline{2)6464}:\quad \overline{5)\overset{20202}{101010}}\quad \text{etc.}$$

At this stage a new idea must be given to the learner—that of a remainder. The best way to arrive at this is by the building

of numbers—through the multiplication combinations. thus: $2\times3+1=7$ $3\times4+2=14$, and then returning to the converse—$2\times?+1=7$ $3\times?+1=7$ $3\times?+2=14$ $4\times?+2=14$.

When facility has been acquired in this way revert to the division form, thus: 3–1 2–1 4–2 3–2

2)7 3)7 3)14 4)14 , until a complete series has become a part of the child's ever-ready and spontaneous knowledge A dividend having numbers leaving a remainder is a new fact-in-operation to be learned. The most direct way to give this is by showing and telling. This can be done thru the use of a series of exercises made as follows:

2)121212 : 2) 3332 3) 43434

Vary and continue these exercises until the purpose for which they have been given is accomplished. The quotient must be written down without stop or hesitancy.

Multiplying by two or more numbers affords a new art to be learned or power to be acquired. This may be taken up at any time from the beginning of work in multiplication. It is as well, however, to leave it to a time when it is felt that the work needs something new for the sake of a change.

When taken up, any good method may be followed. The only thing new is the placing of the first figures arising from multiplying by the second and third figures of the multiplier. The product of tens in the multiplier must come in the tens' place in the result, hundreds in the hundreds' place, etc.

This study and building up of the multiplication table and the working of the exercises suggested above, together with oral work along the practical line, would complete the number work of the fourth year. Addition and subtraction must be reviewed regularly and often—weekly at least.

There can be no great harm if all the multiplication table has not been completed. Better to let some of it remain for the fifth than to leave any doubt in the child's mind as to the performance of any operation or the product of any multiplication combination.

In mental arithmetic a few problems have been well taught, such as: (1) Having the value of one thing given to find the value of a given number of things; (2) Having the value given

of a number of things to find the value of one; (3) Having the value of a number of things given to find the value of a greater or less number.

So far nothing has been said of fractions. Part of the time given to the writing and reading of numbers from the very first should be given to reading and writing fractions and numbers containing fractions. The remainders in division may be written in the fractional form. Problems in division may be written fractionally to convey the idea that the denominator indicates division. The fractions may be explained; but lengthy demonstrations mean little to the child. Perhaps the best thing to be done is to continue work in measuring and weighing and have the result written in fractions of the unit, thus: $6\frac{1}{2}$ ft., $4\frac{3}{4}$ lbs., etc.

Somewhere, about the beginning of the fifth year, long division must receive attention. There are so many good methods of teaching this that little need be said about it here. The difficulty in long division lies in determining the "next figure" in the quotient. The best way to overcome this difficulty is to teach the child to retain in memory the product of at least three figures by one. This enables him to determine how often the divisor will go into the number in question, i. e., tell the next figure.

The simple rules are now finished. They must, however, be subjects of constant application and review.

In this presentation of primary arithmetic there is nothing new. The study of addition, combinations, the form in which they should be studied, the grouping of them into series, and the early addition of a column is taken from "Manual on Arithmetic and Exercises in Number," by J. W. McClymonds. These books contain the best arrangement, presentation, and method in primary arithmetic published. Every teacher should have them. The repetition of the simple column to form a continued column and the exercises in division were suggested by methods followed at the Normal School in San Francisco.

JAS. B. DAVIDSON.

San Rafael.

ON TEACHING SPELLING

An experiment in Teaching Spelling.—57 pupils, ages 14-18. Text, modern speller. Lessons, 16-32 words. Assignment by lessons. Study period, 15 minutes. Recitation period, 15 minutes. Teacher pronounced the words, and the children wrote them Pupils exchanged papers. The teacher or a pupil spelled the list and the pupils checked the misspelled words. Percentages were taken and papers returned to writer, and the words misspelled rewritten correctly in a book for that purpose. Friday review of the week's words. Daily per cents. ranged from 58 to 100 per cent. Average, 83 per cent. Reviews ranged from 61 to 100 per cent. Time, three weeks.

First Variation. Same procedure as before, with the addition that each child made duplicate lists of misspelled words and handed one to the teacher. Range of per cents., 55 to 100 per cent. Average, 84 per cent. Review, 63 to 100 per cent. Average, 85 per cent. Time, two weeks. From the teacher's lists, I discovered that the words misspelled in daily lessons were misspelled in reviews. Some pupils misspelled words in review not misspelled in daily lesons.

Second Variation. Same procedure as first variation, with the addition that each pupil corrected the same pupil's paper for a week. Practically same per cents. as before. Time, two weeks. An examination of the lists showed conclusively that some of the good spellers were learning to misspell by seeing the wrong form on the papers they were correcting.

Third Variation. Each pupil corrected his own paper. Average rose to 93 per cent. Part of this rise may have been due to incorrect checking and reporting.

Fourth Variation. Teacher corrected the papers and kept a list of what each pupil misspelled. Teacher wrote correct form in red ink above each misspelled word, and returned the list to the pupil to copy. Average dropped to 91 per cent. Pupils went on misspelling the same words as many as twelve times. When some of these words were learned so they were correctly spelled in reviews, they were still misspelled in written work.

Some interest was aroused in spelling and more intense study and more time in studying for reviews was evident, so that the rise in per cents. can not be wholly ascribed to difference in method. The rest of the experiment showed that all the above methods were bad and were teaching pupils to misspell instead of to spell. The time spent in correcting papers and keeping per cents. practically yields no return. The fallacy in the above method lies in

trying to correct and prevent a wrong process after it had been set going. Correcting misspelled words with red ink and putting the per cents. down on "fools cap" paper [appropriate name] does not correct the processes in the nerves and muscles that spelled the words. *The first wrong spelling must be prevented.* The spelling problem lies in inventing ways and means to do this. The time and energy formerly spent upon spelling lists after they are spelled must be put upon them before they are spelled. This will practically prevent misspelling and the necessity for correction and per cents.

Why do children misspell? First, because of the lack of uniformity in representing sounds in the English language, and second, because we teach them to misspell by using the sound as the cue or stimulus to spelling.

1. There are forty-five elementary sounds in the language. The child hears these and reproduces them with his voice. In teaching reading we try to form a new language habit of thinking and saying words, presented to sight. In teaching writing still another habit must be formed—reproducing with the hand what is presented to sight. We teach two methods of expressing words seen. The difficulty comes when we ask children to reproduce with the hand words heard. If the same sounds in English were always and only represented by the same letters this process would be logical; but forty-five sounds are represented by twenty-six letters. This can only be done by either using the same letter for different sounds, or by combinations. We do both in English. To add to the confusion we give names to the twenty-six letters that in some cases suggest the sound, as e, and in many cases do not, as in the case of w, and most consonants. Then there are combinations almost without number. The sound of f is represented by f, ff, gh and ph. There are at least twelve combinations for long e, and eleven combinations for the sound of *o* in *no*. The English scholar Ellis showed that there are at least 6,000 ways of spelling the word scissors by English combinations of letters. Add to these irregularities the great number of words having silent letters.

2. We have used these difficulties to make spelling hard. Many lists present homonyms. The greatest pedogogical sin has been "*correlating*" conversation, phonetics, pronunciation, enunciation, reading, writing, definitions and spelling. Why has spelling suffered by this correlation? Cor-relation can only work where there are helpful *relations. There are no necessary and fixed relations between pronunciation and spelling, and yet this is the very cue or stimulus we have been using to secure the spelling reaction.* When the teacher pronounces words to be spelled the child must translate the sounds heard into the letters that will

stand for them. That is the mind must use an intermediate process and "middle term" between the stimulus and the reproduction. We teach as if the process were one of reasoning; but there is no law or regularity between sounds and letters and the mind can not reason out what letters will represent the sounds. Yet this is what we ask children to do when we pronounce words and expect them to write them. They make a guess, for that is all they can do. The chances are many to one that they will miss the word. Their mental, nervous and muscular machinery has wrong impressions and we set about to correct it by checking the wrong form so he may see it again and mark him down so he will feel bad about it. What more could be done to impress this wrong form? The teacher sounds the names of the letters l, e, g. Is it the word elegy, or the word leg? This depends entirely upon what the child's mind uses for the intermediate process. If his mind lets the sounds suggest the word, then it is elegy; if his mind lets the sounds heard suggest the names of the letters and the names suggest the sounds of these letters, then probably the word will be leg, or it might be leg. Pronunciation must be eliminated as much as possible in elementary spelling. Why should we think the pronunciation of a word when writing it, especially when sound causes most of our trouble? The fact that most of us do think the pronunciation when writing words is no argument that it is necessary or economical. We have been taught to do it. Phonetics and pronunciation belong to reading and speaking. There are few life situations, aside from schools, where spelling is suggested and produced by pronunciation.

How can a child be taught to spell correctly? There are only two ways of being sure of teaching the spelling of English words: (1) He can be taught to name the letters (not sounds) in the word, or (2) write the letters in order as they appear to the eye. It is a question of impression and direct expression. The habit of writing words from sight images must be established. Even "ear minded" children can soon acquire this habit if we isolate the spelling from the oral language work. This is the only safe way. The words should be presented on the board in large neat script. This is economic, because it is the form to be reproduced. If the teacher lacks board space the words can be placed on large sheets of paper with a greased pencil. These sheets can be preserved. One of the neat pupils can prepare the sheets. Then motives and devices for securing careful attention to the words must be supplied. Point to the words. Name the letters in the words. This is about the only place that oral spelling has any sense in it. Children enjoy making the words in the air with large free arm movements while looking at the list. Look at a word, close the eyes and see it. Make it in the air while the eyes are closed. Ask the pupils to arrange the list in order of difficulty.

This requires careful looking. Underscore hard words and hard parts of words. Any economic device that rivets attention through the eye and hand is proper.

How shall the teacher conduct the recitation without pronouncing the words? The first point of importance here is that the list be left before the eyes of the pupils all the time. Instead of marking down pupils because they "peep," we should give them 100 per cent. for their good sense in looking to see how to spell a word they could not spell. Since we have eliminated all correcting and marking of per cents. peeping is no sin, but a virtue. Ask pupils to write sentences with the words. This requires looking at them again and furnishes the real spelling motive. The teacher can call for spelling by number, not calling in serial order. This requires rapid glancing over the lists. If the study work has been properly done the words may be pronounced in review. The pronunciation will not interfere when the habit of reproduction has been established.

Teachers trained in the good old ways of spelling may feel that such a method as outlined here will remove the incentive to study spelling. And again how will the teacher know whether the pupils are spelling correctly if their papers are not daily corrected? In answer to the first objection it may be said that such methods do not remove incentive, but furnish proper ones instead of per cents. and rewards. Further we are forced to admit that the old-time incentive and methods of study have not yielded satisfactory results. When the child passes out of school and there are no per cents. and rewards and no teacher to pronounce words what will then make him careful and conscientious about spelling? By the method here outlined the habit of never guessing at spelling, of looking up words, and of carefully studying words until accurately impressed can be established so as to stay with the pupil through life.

In answer to the second objection, it must be admitted that correcting spelling papers does not teach children to spell correctly. If teachers are as anxious to present words carefully and keep children from seeing wrong forms as they have been to correct papers and mark per cents. there will be few words misspelled. These few will be detected in the composition work. There can be no objection to reviews and marking review papers if by this the teacher discovers where her work has been poorly done. The per cents. given to the pupil just as accurately stands for the teacher's success in presenting the words as it stands for the pupil's spelling.

Treatment of misspelled words. In spite of all we can do to prevent misspelling it will occur. What shall we do with words that are missed? They deserve different treatment than words presented for the first time. Special devices for impressing the

difficult part must be employed. Where the meaning will help, use it. The dahlia is named after the great botanist Dahl. Separate means *set a part.* I once succeeded in an obstinate case with this word, by putting the a in red. Emigrant has one m because the prefix is e. Immigrant has two ms because the prefix is *in* and the cognate *n* is changed to *m.* In the word grammar show the symmetrical composition of the word. The two ms surround by the two as and these again by the two rs. Any device or special treatment that localizes the difficult point and focuses attention upon it is proper.

Definitions in spelling. It is evident to thoughtful teachers that it is folly to drill on the spelling of words for which the child has no meaning and therefore no use. The spelling exercise is not the proper place to try to enlarge the child's vocabular. This important work belongs to the teaching of the subjects. The motive for learning words is the feeling of need of them for handling ideas, and the motive for learning to spell these words is the intention to put them in writing. In life the meaning and use suggest the spelling, but when in school we drill upon the spelling of words and afterward hunt definitions and meanings, we put the cart before the horse.

What words shall we teach? Teach the words the child is likely to need to spell. J. M. Rice estimates that 8,000 words will include the list. For the other 296,000 or more we need what Arnold Tompkins calls a " spelling conscience " and a dictionary. When will the teacher get the list? In the spelling book, if they are there; but the Boston teacher may not have selected a list entirely suited to your California class. In general the spelling lists should be taken from the subjects in which we give written work. The difficult words in any dictated work should be presented before the dictation. An important step in preparing a class for a composition lesson is presenting the words needed—furnishing the tools. Children above the fourth grade enjoy making out the list necessary to be known in a lesson. There are two objections to selecting the lists from the reading books in the higher grades. (1) Many of the difficult words will never be needed for writing, and (2) the phonetics and pronunciation of the difficult words must be presented for oral reading. If a reading lesson is to be reproduced in writing, then of course the difficult words must be placed on the board. Words needed for reproduction stories, composition lessons, dictation lessons and letter writing for the mass of the words though should be presented. These lessons furnish proper motive for studying the words and provide the occasion for using them when learned.

Correspondence between schools stimulates the effort to be careful in spelling and helps to establish the correct attitude to-

ward the use of words. Children like to be in good style and good company in their language if it is properly presented.

Homonyms should not be presented in the same lesson. After a ship's canvas brings up the image sail and a business transaction will surely suggest *sale* they might occur in the same review, but even here nothing is to be gained by bringing them together. In the State Speller many words are brought into the lists for the simple reason that they sound like other words. Example—*place* and *plaice, bays, baize*—in Lesson 64. Such lists should not be used. Some of the rest of the written exercises may be adopted and used with profit.

The Oral Lessons in the State Speller are based upon equivalent vowel sounds. In Lesson 72 wry, rye, bye, buy, die, dye, etc., etc., are all thrown together. What could be more confusing? Lessons 100, 104, 122, 123, 170, 177, 180, 181, 182, 233, 255, 262, 300, 303, 328, 332, 343, 372, 381, 384, 408 have some material that may be used, but even here judgment and selection is necessary. The habit of going at a spelling lesson by horsepower and going over the list word by word, giving equal attention to each word, must be broken up. The above lists may prove valuable because they offer scope for exercise of judgment. The teacher will need to provide exercises using the words selected. The tactful teacher can do this. The lessons on trees, furniture and tools may be brought together. Lesson 100-103 on "The Toble," nuts and fruits and articles of food, will suggest exercises requiring the use of these words. Example—Make out the list of foods found at the grocery, at the bakery, etc. The lessons on word-building and word-analysis have some valuable material in them.

Pedagogical sins to be avoided in teaching spelling: 1. Tempting children to guess at the spelling of words by pronouncing words before being sure they have visual images of them.

2. Presenting wrong forms by exchanging papers and calling especial attention to the wrong forms by marking them.

3. Presenting words because they are hard to spell.

4. Using words never needed in ordinary life situations.

5. Not providing occasions for using words learned.

Summary: Select words likely to be used in written work and likely to be needed in life.

Present these words in script. Secure the first reproductions without pronunciation. Isolate phonetics and spelling. Develop a "spelling conscience." Teach the use of the dictionary. Provide occasions for using words learned.

C. E. Rugh.

The Kind and Value of Music for the Public Schools

It may appear in the discussion which follows that it is intended to detract from the æsthetic value of music. Such is not the case. The æsthetic value of music is a generally accepted fact. The teaching of music to cultivate a love for the beautiful, to stir the soul to respond to the noblest things in life, is of the greatest importance. It is only the effort to teach music in the public schools as an end in itself that this article perhaps would question. Aside from this, it is the purpose to determine why music deserves a place in the public schools and what kind will best accomplish the end for which it is taught.

To discover why music should be taught, it will be necessary first to define education as distinguished from the acquisition of facts. I take it, that education is that knowledge which causes us to react upon society and in relation to natural laws in a given way. Most of us have agreed long ago that the end of education is good character. But most of us also have failed to recognize that the end and the means in this case are one. To be of good character, in the fullest meaning of the term, is to be well educated. There are, of course, degrees of education and good character, just as in anything else. A man may be well educated and an acceptable member of society without knowing the composition of water, but he never could act, however, in reference to chemical laws in a fashion which would be to the best interests to himself and to society without this knowledge.

Here we may draw the distinction between that knowledge which is education and that which is merely the accumulation of facts. That knowledge is education which has become such an integral part of us that it is impossible for us to act in any way except in accordance with it. In other words, only that knowledge is education which has become a part of our emotional make-up. A few examples will serve to illustrate this further. It would be absolutely impossible for one to act as if he believed that two plus two made five, or that if he were to stick his finger into the fire he would not get burned. We often hear it said that So and So "knows better than that." It is true that he probably is conscious of certain facts, that had he acted in accordance with them he would have done far differently; but it is also evident that these facts had not been assimilated to such an extent that they had become a part of his emotional system. It is absolutely impossible for a man to conduct himself, to any great extent, in a manner which is out of harmony with those things which have been adapted and go to make up the very essence of his being whether they be rules of society or mathematical relations.

Now, if this be true, it follows of necessity that that thing which most directly appeals to the emotional nature is best suited

to act as a vehicle to convey those facts which, when assimilated and made an inseparable part of the emotional nature, go to make up character—education. Among the instruments which we have at our command for arousing the emotions, there is undoubtedly none so primary and direct as music.

Those things in all nations which have gone to make or unmake a people have been perpetuated in song. Those things which were the bone and sinew of a nation—which were deep-seated and the very cornerstone of its being—were expressed in song. They have been handed from generation to generation in music, and each people in its turn has had its emotions stirred and its whole life molded, its character fixed by the content of its music. The earliest teachings of the Bible, which embodied principles which caused a people to live and die for what it believed, and even yet exert such a tremendous influence on millions of people, were recorded and transmitted in song. All early peoples have utilized, perhaps unconsciously, music in some form or another as a means for instruction. The greater part of the knowledge acquired through painful experience by the race, back in the shadowy past, has been preserved and taught in song. The Greek sang his history, his art and his science. Everything in its effort to obtain expression takes the way of least resistance—it is in song. Hence, is it not fair to say that that instrument by which the cardinal education of the race has been expressed, is of supreme value for the purpose of fastening on, as it were, to the emotional nature, and thereby making educational those facts which go to make up character? Things which have become deeply rooted in our lives defy expression which does not carry with it some measure of that emotional nature of which they have become a part.

Now with our definition of education in mind, we must consider the purpose for which each individual subject is taught. Shall it be taught as an end in itself, that we may develop experts along a particular line? Or shall it be taught that it may lend itself in giving that broad knowledge which develops the many-sided character and hence the perfect man? Should music be separated from the other subjects in the curriculum and stand totally uncorrelated, let us say, to history and nature study? Or should it be treated as any other subject in the course of study and made to emphasize the other lessons, thus making the curriculum a unit? Upon the solution of these questions, in the light of our definition of education and of the records of history, which is an empirical expression of a definite law, must rest our determination of the kind of music which should be taught in the public schools. That music should be taught for the purpose of rounding out the character and in such relation to other subjects as to make it a supporting and integral part of the educational system will be accepted very likely without challenge.

There are those who will question whether music as such carries with it anything more than an æsthetic value, and whether it can be made a vehicle for conveying the substance matter of other subjects; that is, be correlated to other studies. All history, however, goes to prove that music has ever been made the great servant of the arts, sciences and humanities. The way to teach music that it may serve this purpose is to do as the race has done—sing the record of the past. In the end this is all that education is, selecting from the experience of the race those things which have been discovered to be most beneficial and in conducting ourselves in the manner which has been demonstrated to be to the greatest advantage both to the individual and the race.

Inasmuch as any knowledge, to be of character value, must be a part of the emotional life, does it not appear that the method employed unwittingly by the race in times gone by, that is, perpetuating in song the fundamentals of its acquired knowledge, is still worthy of being practiced? It is well known that whenever the acquisition of information is attended with strong emotion, the facts obtained become stamped indelibly upon the memory. Nearly every one can recall an instance in his life, such as a fright or a sorrow, in which his emotions have been aroused to a very high pitch, in which otherwise unimportant incidents stand out with a clearness out of all proportion to their value. Under such emotional agitation facts are accepted without reason and made a part of life. To erase a thing learned in this way is practically impossible. Superstitions of every sort are hard to set aside, because the tales which embody them are told nearly always at periods of emotional excitement—at the time of a death, an unfortunate event on Friday, etc.

Music being a simple and direct means of exciting the emotions seems, indeed, a divinely endowed carrier for that knowledge which we wish to weave into the character and life of the child. It is clear then, that the purpose of music must be two-fold. First, it should move the child and awaken to activity within him those feelings which form the foundation of his being. Second, it should embrace in some measure the content gleaned from other fields of knowledge, that after heating the emotions to the welding point it may attach this content which goes to make up the character so much desired.

That music which arouses the spirit of patriotism, honesty and courage and at the same time instructs as to what is patriotic, honest and courageous, is an indication of the kind of music which should be taught. Music which simply excites the emotions without giving them the proper direction is likely to be valueless for educational purposes, or even harmful; for, as we are educated, so are we.

Belmont School. FRED G. ATHEARN.

THE HEALTH OF SCHOOL CHILDREN

You will pardon me, I hope, if I transgress the usual program in gubernatorial addresses and speak to you as a governor, a physician and a citizen, who, in all three capacities, is greatly interested in the public schools and the children who, attending them, are your charges and for whom you are, in many ways, responsible. I take it that your duty toward these children is not discharged when you listen to their recitations, mark their examination papers and send home their report cards for the signatures of their parents. For, to quote the familiar adage, it is necessary to have a "sound mind in a sound body," and, as the children who are to fill our places are under your charge during the formative period of their careers, it is necessary, in my judgment, that you should exercise due care in the matter, not only of making sound minds, put also sound bodies.

A Vital Matter

The great majority of people consider the matter of defects of vision as of minor importance. They think that it matters little whether one sees clearly or not; and they are entirely negligent of the proper care of their children's eyes. You and I, however, know that it is a most important matter. We know that many a child fails in its lessons, is blamed for inattention, is set down as mentally incapable of learing, is punished for willful neglect, is called "stupid," is neglected and looked upon with almost aversion, when, as a matter of fact, it is not the child's fault at all. You and I know that a child who can not properly see the blackboard, who can not plainly see the print in his books, whose efforts at seeing may be painful, is placed at a great disadvantage in the schoolroom, and he soon becomes discouraged and bewildered at his futile attempts to do what comes so easy for his fellows. Many a child thus afflicted gives up the unequal struggle and quietly accepts the verdict of "stupid" rendered against him by those who come in contact with him. Others rebel against the unjust charges and become school Ishmaelites.

So, I say, the question of your children's eyes is a most important matter. Upon it frequently hangs the future success or want thereof of children in our schools. Not only so, but there is another serious matter connected with this question. As you and I know, children often go into the lowest grades of our schools with perfect eyes and normal vision, and, in a year or two, their eyes begin to trouble them, they have headaches and eye pains, they can not see well, and begin to drop behind in their school

work. In other words, while their eyes were congenitally perfect, they have acquired eye troubles.

A Common Thing Nowadays

You have all noticed how common it has, of late years, become to see children with glasses on their noses. And you have heard people cry out against this as a "fad" of our present day. But, as you know, it isn't a "fad" at all. It is a necessity, brought about by the stringent needs of our later-day civilization. The oculist, by giving them glasses, enables many children to complete their school courses, who otherwise would not have been able to do so. It is true that glasses are a nuisance, that they are not particularly beautifying, but when their use transforms, as it frequently does, apparently stupid children into bright scholars, when headaches, eye-strain and inflamed lids disappear like magic when the children put their glasses on, and when listless, discouraged children, who do not like their books, their teachers or their schools, develop, behind their glasses, into model scholars—when these things happen, as they do every day, it is safe to say that spectacles, with all their attendant inconveniences, are as much a necessity to the children's eyes as are crutches to broken legs.

Nearsightedness on the Increase

There is, however, another matter in this connection, that is still more important than any of which I have spoken. You know that, in our day and generation, nearsightedness is greatly on the increase. You know, also, that there are very, very few children who are born nearsighted, but that they acquire the defect after they begin school. And you know that the percentage of nearsighted children increases very rapidly as we go upward in the schools, although the number of children in attendance steadily decreases. Now, people generally look upon nearsightedness as a trivial matter, notable only for the inconvenience it occasions him who is burdened with it. But you and I know better than this. We know that nearsightedness is a serious thing; that it tends to increase in amount; that it not infrequently leads to very serious affections of the eye, even to blindness. And, worse than all this, it seems to be pretty well established that nearsightedness (myopia, as we oculists call it) is often hereditary. So it is the duty of the school teacher to endeavor to stay the progress of this very serious ocular defect, as well as to observe and properly rectify, so far as possible, all others which put children at a disadvantage in their school work. It is not only in their duty as school teachers, but also as intelligent, educated people who have devoted their talents to the advancement of the people of this nation.

How shall they do it? Very easily. Let them observe the children under their charge. Let them notice whether every child

sees alike. It will not take a teacher long to ascertain whether Johnnie sees as well as Willie does. Willie has no trouble in seeing from all parts of the room all that is on the blackboard, while Johnnie has. And, if he doesn't see as well as Johnnie, Willie's eyes need looking after. And if Mary complains of headaches, it would be well to have her eyes looked after. Or if Susie's eyes are red and inflamed, she ought to be taken to an oculist.

Should be Corrected in Time

Now many children have slight ocular defects, which, if the child were properly looked after, might not occasion any trouble. I suppose that there isn't a teacher here to-day who has not noticed some of her, or his, scholars leaning over the desk, doubled up like a two-foot rule, with the book not six inches away from the eyes. That is a most injurious thing for a child to do, and should not be tolerated for a moment. Using the eyes, as we have to do, so many hours a day for near work is bad enough. But to hold the work nearer than fourteen, sixteen or eighteen inches to the eyes, is an ocular crime, and should not be permitted. It tires out the muscles that converge the eyeballs, it exhausts the muscles that control the focus of the eyes, it causes headache and eye pain, it tends to produce inflammation and congestion of the eyes, and, worse than all, it tends to produce and increase nearsightedness, with all its individual and hereditary ills. I come here to-day to preach to you in the interest of the children, the gospel of "sit up straight."

Let me repeat, and repeat again, allow no child, as you are good and true men and women, as you are devoted teachers, having in your hands the futures of our children—allow no child, I beseech you, to hold its books or its work nearer to its eyes than fourteen to eighteen inches.

Some Sensible Advice

To aid your little people in acquiring the proper reading distance habit, see to it that the smaller children are not seated at the larger and higher desks, and be equally careful that the larger children are not put into the smaller and lower desks. Either misfit of child to desk is a scholastic abomination, and should not be allowed. I know of no more unhygienic practice (which, I am sure, is not indulged here in Sacramento County) than that of having school children seated according to their individual rank in their studies, their positions in the schoolroom changing as they ascend or descend on the roll of honor. Rank in school should not determine the desks that scholars should occupy. Length of leg and height of body should always determine that. And any scholar compelled to sit, either with his knees doubled up under

his chin, or his feet dangling in the air, or his desk under his chin or beyond his easy reach, has, or ought to have, the privilege of visiting an equal torture upon his unobservant teacher.

Study the Individual Child

Let me recapitulate, if any of your scholars take no interest in their studies, it may be because they can not see without great effort; if they give but poor attention to their books, it may not be because they are idle, but because they need glasses; it they do not know their lessons, it may not be because they are stupid, but because their eyes are at fault; if he complains of headaches and eye-pains, do not set him down as a complainer or a malingerer (for children do not always malinger long), but have his eyes looked after; if he taxes your patience with his blunders, his stupidities, his inanities, his fault-finding, his absolute indifference to his school work, be not too quick to condemn him, for it may be that he, like many others of his kind, will be transformed into a wideawake, industrious, happy child, standing at the head of his class, by the aid of a properly adjusted pair of glasses.

And if you find a child that takes no interest in children's games, one that does not like to play those games that require skill, one that had rather sit and look on while the others romp and play, it ought to set you to finding out the reason why. For a child, like every other young animal, is not normal, unless it is noisy and likes to run and play. But, if by reason of defective eyesight, a boy can not play marbles well nor spin tops, nor play ball, nor a girl for the same reason can not do as other girls do, he or she will on account of the inability to properly compete, be backward in joining with the others in their games.

In a word, every teacher should (and I know you all do) look after every one of his or her scholars, and should, in the interest of the future population of this State, make a careful study of the individual.

GEORGE C. PARDEE.*

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There are several other special forms of disease which the teacher should endeavor to guard his pupils against. Indeed, the school age is a period of great susceptibility to disease. A royal commission appointed by the government of Denmark which examined 16,889 boys and 11,225 girls, found twenty-nine per cent. of the boys and forty-one per cent. of the girls sickly, the highest per cent.—nearly fifty—being reached at the age of twelve and thirteen. There is bound to be much sickness which the teacher can not assist in preventing, but she should at least see to it that she does all in her power to prevent the beginnings of certain forms of chronic disease which arise through carelessness rather

*An address delivered before the Sacramento City and County Teachers' Institute.

than in any other way. School children need much more sleep than they get usually. One authority has fixed the normal period of sleep for a child of seven at twelve hours, of ten at eleven and one-half to twelve hours, of fourteen at eleven hours, of from eighteen to twenty at from eight and one-half to nine hours. The actual periods of sleep average from one to two hours short of these amounts. "No one should be allowed to go to school at all without nine hours of sleep and a hearty appetite." Scores of adages which belong to the philosophy of pioneer and money-making ages are invoked by parents, and sometimes by teachers, to shame children into staying abed a much shorter time than nature and health require. The teacher should do something to spread a right sentiment in her community toward this matter.

Children are frequently whipped, and more often blamed for carelessness and dullness which is due to defective hearing. Experts declare that in every school, while from thirty to fifty per cent. of the pupils have visual defects, from eighteen to thirty per cent. suffer from defective hearing. The only way to meet these difficulties is to look carefully for them, and then to prevail upon the parents to take the children to a physician, or better still, a specialist.

Another dangerous irregularity almost certain to lead to very serious results is mouth breathing. Eighteen per cent. of the school children of Madison, Wis., were found to be "mouth breathers." The air passages were obstructed by an abnormal growth of tissue, a crooked sceptum or in other ways. To breathe was an effort, the air inhaled was not properly warmed, throat troubles followed, the children were not able to sleep normally, but tossed and struggled the whole night through. As a result they came to school every day below par, lethargic and stupid, always without the tone of fine physical health. What must be done in such cases is to invoke the aid of the physician. Teachers should be more keenly aware of the presence of such defects than parents are, and should fight for the physical welfare of their pupils.

Good teeth, too, are indispensable, and good teeth are rarely, very rarely, to be found. An investigation in England revealed the fact that seventy-five per cent. of the children had diseased teeth. A New York dentist made a thorough examination of the teeth of eighty children and found scarcely one of them "free from dental irritation." Malnutrition, a fetid breath, toothache, that terror of child life, and a dentist bill of daily increasing proportions, are some of the things that come from carelessness in this particular. Here again the teachers must frequently reason with the parents to gain for his pupil a good grip on life.

The human heart is a very delicate organ, very liable to strain, and frequently weakened permanently by over-exertion in youth.

Irregularity of heart action is far more common among children than is usually believed. The effective teaching of physiology should include among other things the lesson that running up stairs or up hill of any sort, lifting loads that strain the body, or attempting to do a man's work when challenged or incited to do so, are liable to weaken boys to the day of their death.

There is one other affection which teachers should guard their pupils against as far as lies in their power. We refer to tuberculosis or consumption. Over 100,000 people die of it each year in our country, 1,095,000 in the world, 3,000 each day and two die every minute as a sacrifice to this plague. It is estimated that of the 80,000,000 people now dwelling in the United States, more than 10,000,000 will die of this disease. According to some estimates one death in every six, and to others, one death in every seven, is due to it. The age of highest infection is said to be the period from twenty to twenty-five years. Now practically none of this waste of life is necessary, all is preventable, and to prevent the growth of the disease is neither difficult nor expensive. But one thing is needful, to use the entire lung space in breathing. It frequently happens in the case of a room that only the center is used, and dust collects in the corners. Just so with the lungs, only a part of them is used and dust collects in the unused portions; the dust is tubercular dust. The way to prevent it gathering there is to see to it that the lungs are filled to the limit with air two or three times a day. And the way to protect the children against this disease and to give them the flush of health is to get every one of them in the habit of filling his lungs a number of times each day. To do this open the windows of the schoolroom wide, cause the children to stand in the aisles, and as soon as the air is renewed have them place the hands at the side and take a deep breath, and as they do so gradually raise the hands to a horizontal position, level with the shoulders. This is the first exercise. After they have become used to it, try the second exercise, that of gradually raising each hand; during the inspiration, through a semicircle until they come together above the head. For a third and still more difficult exercise to be used after the others have been practiced for some weeks, have them bring the hands together back to back in front of the body, in the position of the swimmer when about to take a stroke. During the inspiration move the arms outward until they finally meet behind the back. Remain in this position a few seconds, retain the air, and during exhalation bring the arms forward again. Ask your children to see if they can walk one hundred feet on one breath, etc. Proper ventilation is necessary. In the sleeping-room, in the living-room, and in the schoolroom the windows should never be entirely closed.

Section 6 of the Rules and Regulations of the State Board of Education requires teachers to give "vigilant attention to the

ventilation and *temperature* of their schoolrooms," and section 18 directs that "exercises in the free calisthenics and vocal and *breathing exercises* shall be given at least twice a day, and for a time not less than from three to five minutes for each exercise" in all primary schools.

What the teachers may do in this matter can not be put better than in the words of Dr. Knopf, one of the leaders in the crusade against tuberculosis now going on in our country: "In teaching the children under your charge how to breathe, sit, stand, and walk properly, you teachers do perhaps more toward the prevention of tuberculosis than all we physicians together."

* * *

The Improvement of School Grounds

Rural schools can accomplish a great deal of good by setting apart each year a day for school improvement, a day for getting the people out to think and talk and work toward the improvement of the public school. Admission Day, or Labor Day, or Washington's Birthday are appropriate times to celebrate in this way; or any other day that can be agreed upon as convenient.

Some neighborhood leader must come forward to set the wheels in motion and push the thing along—teacher or trustee or citizen.

The planting of trees, the clearing up of grounds, the cleaning of the schoolroom, the making of improvements of any kind are appropriate works to undertake for a day of this kind. Beyond the value of the actual work done is the arousing of public interest, the stirring up of popular sentiment for the improvement of the school.

Don't be indifferent; don't be content for your school to remain year after year as the barest, the ugliest, the most God-forsaken spot in the whole neighborhood!

It is as easy and as cheap to have a beautiful school property as to have a squalid one. Beautiful California is the place of places for tasty, thrifty, tidy school houses in a setting of shade tree and flower and vine. Things grow so easily if you only give them a chance. Why shouldn't the school ground be the handsomest, most prosperous place in your neighborhood ?

But *is* it? Alas, a thousand districts in this State must hang their heads in shame at this question!

And there's more to it than you think. Our surroundings react upon our character. The children and the teacher in a dirty, bedraggled, upkempt schoolhouse are almost sure to be

found listless, hopeless, *inefficient.* Your community is judged by the appearance of its school grounds. And properly so.

Don't you judge the man you meet by his appearance? What do you think if he is clean, wholesome, well clad and holds his head up? And what are your feelings toward him if he is slouching, filthy, ill kept? Which of these is the strong man, who is able to do the world good? Which is the efficient one, which the healthy one, which the happy one?

So it is with schools. Good friends, you can not afford to let your children grow in an atmosphere of squalor, untidiness, unthrift. The evil that you do lives after you. It will result in poor housekeepers, shiftless homemakers, miserable schoolhouses, a hundred years hence. Your children have a right to just as good surroundings in their schools, just as good a chance for the future, as anybody's children. The law gives it them. If they don't get it, somebody is to blame, bitterly to blame. Probably that somebody doesn't live very far away from your home.

The way to remedy it is to act, and act at once! Get to work trustees and people, *now*, while the schools are beginning all over our State. Efface the old scars—paper, paint, varnish the rooms and furniture. Scrub and wash the floors and windows. Let the water closets be born again. Repair the fence and the steps. Straighten up the stove pipe and black the stove, or else throw away the whole thing and get a good new one, one that doesn't need a brick to prop it up. Plant some trees, cut down the weeds. And above all, set on foot some plans for interesting the people in these matters, so that the good work will go on after the first spurt, so that when things go wrong there will be plenty of folks to make a noise about it. By all means have a school improvement day each year.

EDWARD HYATT.

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CALIFORNIA'S EDUCATIONAL EXHIBIT

The State of California has reason to be proud of its educational exhibit at St. Louis. It is placed near a corner entrance of the Educational and Social Science Building, where it is at once readily accessible and noticeable. The plan of arrangement is such as to further an easy and profitable reference to its several departments.

Perhaps this is the place to pay some deserved tribute to the man whose industry and interest in behalf of this exhibit have

been chief factors in its practical success. It was Robert Furlong who planned it, brought its features together betimes in spite of delays and discouragements, and wrought order and attractiveness in its final arrangement on the grounds. Mr. Furlong's patience and devotion in service, even in the face of ill-health and the occasional trials of a St. Louis summer, can not be too highly appreciated by the teachers and patrons of California's schools.

Since about the first of July Mr. Furlong has been relieved in a measure by the assistance of James A. Barr of Stockton, whose knowledge and experience in practical school affairs have made him very valuable, especially during the weeks when this feature of the Exposition was most sought by teachers.

And the California educational exhibit *has* been sought by very many teachers. It was especially gratifying to find the chairs filled by teachers using pencils and notebooks. It gave one a new faith in the practical benefits of these school displays upon which we lavish so much time and money. Three things in the California exhibit, as also in the other State exhibits, undoubtedly contribute to this willingness of teachers to do more than glance over the surface, to get into the heart of things. The first of these is the evident genuineness of the school products. Where the entire work of a class for a term or year is open for inspection, or where, as in the case of a part of the Illinois exhibit, the display of 1904 is placed beside that of the Centennial Exhibition so as to reveal the lines and features of educational progress in the last twenty-eight years, teachers are going to show a willingness to inquire into methods of procedure. Let us add that the California exhibit is noticeable for its genuineness and serviceability.

The second feature contributing to the practical interest in school exhibits is the effort we now tend to make to display processes and methods. This is accomplished in part by the very liberal use of photography, which is becoming more and more a factor in these exhibits—in part by such arrangement of completed or partly completed work as will make the process evident. It is obvious from the general trend of modern exhibits of all kinds that we are no longer satisfied with the product but desire the procedure as well. The living act is more instructive than its result; and a little study given to this feature is bearing its fruits also in educational displays.

Finally, perhaps the most effective accompaniment of an educational display is that which constituted so characteristic a feature of the Stockton exhibit—the preparation, grade by grade, and subject by subject, of typewritten accounts of work, comprehending aims, subject matter, materials and methods. The working out of such accounts by grade teachers seems to us to be of great value, not only in serving exhibits, but in clarifying and defining

the teacher's work in terms of ultimate practice. This feature in our exhibit was in constant demand, evidently because it was a sympathetic point of contact among teachers.

The California exhibit is preëminently a display by localities, and is consequently very valuable to our own teachers who can turn to one another's work for comparison. Just here let us register the suggestion that this display should become a permanent one somewhere within the State itself, as soon as its usefulness at St. Louis is ended. Otherwise we shall miss a part of its benefits upon our own schools in years to come.

For the most part, work has been arranged on the basis of subjects, with the notable exception of Stockton, whose arrangement is by grades. As long as teachers work by grades rather than departmentally, *i. e.*, by specializing in subjects, there is something to be said in favor of the latter plan.

One of the great features of the exhibit is the series of four monographs which Mr. Furlong had prepared early in the year especially for this exhibit—one on the elementary school system of California, by John Swett, one on the high schools by J. B. McChesney, one on the normal schools by C. C. Van Liew, and one on the University by H. A. Overstreet. These monographs are receiving attention. In this connection also should be mentioned a very valuable descriptive list of the libraries of California, containing an account of the library work of the State, and the names of all persons engaged in such work, compiled by James L. Gillis, State Librarian, and published by the authority of the board of trustees of the State Library. Equally worthy of mention among the pamphlet exhibits is the twenty-fourth annual report of the Golden Gate Kindergarten Association, whose work has been so long and so effective in the kindergarten cause of this State. This has been prepared especially for the Louisiana Purchase Exposition.

Another useful feature of our exhibit is a model of the new Mission School Building, recently erected in the poorest quarter of Stockton, for first and second grade work exclusively, at a cost of $21,695. It presents an ideal arrangement of four rooms and an assembly hall.

The State Library exhibit is of notable interest—especially its samples of traveling libraries which this State institution is now developing.

If there is any point in which the California exhibit is weak, it is manual training. Those who are in charge of the educational exhibits testify alike to the almost universal interest of grade teachers from all sections of the nation, in manual training. They are looking for suggestions of that which shall be most effective and practical. The California display is not as suggestive in this respect as it should be. On the other hand, the display in drawing was very full and suggestive. Other lines of school work maintained a fair balance of representation.

It is impossible here to note the distinctive features of every locality of the State that is represented. A few must suffice. The boys of Bakersfield were specially represented in the fine binding work which they did on all the written display of the schools of that city. The San Francisco school exhibit was notable for its display of art work, two distinct types being presented—that of the Jean Parker School, which seems to make at once for æsthetic refinement, and that of a number of the other schools which gives free play for some time to the child's interest in strong and striking color effects. A unique feature of the San Francisco exhibit was the work in drawing, English composition and writing, done in its Chinese public school, the only one of its kind in existence. The chief interests in the Stockton exhibit lie in the method-books, already mentioned, and in the work in home geography involving the use of photographs and excursions. Oakland illustrates, perhaps best of any, how the crude art notions and efforts of the child may (and should be) directed from the start toward truely æsthetic ideas and effects. The work of the Commercial High School of Los Angeles bears special merits, and the Los Angeles Kindergarten display is excellent. Long Beach presents another very remarkably good kindergarten exhibit.

As a whole, one of the lessons of the educational exhibit lies in the evident lack of marked and radical distinctions between county, city, State, or even national, systems. Within each State and nation, at least, no matter what the extent of territory or the diversity of industrial operations, there seems to be remarkable unanimity of tissues, tendencies and methods. Even the international variations are being rapidly lessened by intercourse, especially the intercourse of just such expositions as this one at St. Louis.

Books and Magazines

A Study of Adolescence

A promise of long standing is at last fulfilled. President Hall's *magnum opus* has been published, and though its preface bears the warning that it is "based on the author's 'Psychology,' now in preparation," we are still of the opinion that it is the foundation work and that when the "Psychology" is published it will be found that the relations are the other way round. Dr. Hall modestly asserts that this is a "first book," but the difference between a book and an article is a purely conventional one, and in the logical sense the book is not new, but is a much more expanded utterance of the doctrines which has so long been associated with his name. It represents the accumulated deposit of years of delving into primary and secondary sources. It is the result of a man's life, indeed we might almost say that it represents the work of a whole university up to date.

Dr. Hall regards adolescence as the most significant fact in life. "Adolescence is a new birth, the higher and more completely human traits are now born. * * * Modern life is hard, and in many respects increasingly so, on youth. Home, school, church, fail to recognize its nature and needs, and perhaps most of all, its perils. To love and feel for and with the young can alone make the teacher love his calling and respect it as supreme. That it may directly and indirectly help the young to exploit aright all the possibilities of the years from fourteen to twenty-four and to safeguard them against the above insiduous daugers is the writer's chief desire. Hence the book attempts a pretty full survey of pedagogic matter and method for the age treated, and also, to some extent for earlier and later years." This "pretty full survey" is indeed a vast work, cyclopedic in its character, treating an enormous range of related subjects and containing references to the conclusions of nearly two thousand authors whose researches bear in some degree upon the facts here discussed. Dr. Hall is quite successful in welding this immense mass of material into a coherent and logical whole which forms a very effective presentation of his subject. Adolescence is described as the "yeasty stage of intense emotions and narrow mentality." In it new qualities of body and soul appear with amazing rapidity. A pent-up heredity breaks loose in a wild disorder

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Adolescence—Its Psychology and its Relations to Physiology, Anthropology, Sociology, Sex-Crimes, Religion and Education. By G. Stanley Hall, Ph. D., LL. D. In two volumes. New York: D. Appleton & Co.

of passions, dreams, fancies and follies. New occupations are demanded, new associations, new forms of education, and if they are not found perversions many and fatal will supply their stead.

The first part of the book discusses the physical changes which characterize this period. The chapters on growth, full as they are, leave much to be desired, although they report elaborate researches conducted by scores of investigators, their conclusions are vague. The fault is with our knowledge of the subject, not with the author's presentation of it. Even the most fundamental facts are still in doubt, and only a few general statements are established. In the chapter on the growth of the motor power and function we are on firmer ground. To the period of adolescence belongs the development of the smaller or accessory muscles which are characteristically human acquirements and are chiefly associated with psychic activity. This is the time for the cultivation of the arts of expression, manual, lingual, facial, etc. Exactness is now possible, where as the effort to acquire it before this time is harmful and frequently disease producing. The training of the larger basal muscles and of the smaller accessory muscles in their proper order through appropriate exercises is indispensable. But within a generation new methods of industry have swept away the basal activities which developed the bodies of men and substituted occupation in conditions which are bodily destructive and mentally pernicious. The coarser forms of work have disappeared, and in their stead have come tasks which call for refined and delicate movements which tax and wear the central nervous system. Such a change calls for a new type of education both for physical health and motor effectiveness. It is no wonder that we begin to experience a renaissance of physical training and a tremendous development of motor education through various forms of manual training. The first requirement drives us back to Greece. An adolescent people whose practices, thoughts and aspirations, President Hall thinks, afford the best education for youth which has yet been devised. "Till Greece can be reproduced, fit educational environment for youth will not be complete, and in this fact we have a new justification of the advantages of the study of classical antiquity for youth and a new unifying standpoint from which to teach it. Without some knowledge of her poets, dramatists, rhetoricians, historians, philosophers and heroes, modern youth is robbed of some of its opportunities, and I would add of its rights, and will be forever less complete than it would otherwise have been. Even a little epitomized and general knowledge of the best of what is here offered if properly impressed at the fit age, has a quickening power that is simply marvelous. Bodily and not mental training, was the center and beginning of all. In Sparta, the care and development of the body was the chief business of life. To train the intellect

without training the body, not to mention its education at the expense of the body, would have seemed an abomination for health, morals and religion." Let no teacher of Greek grammar hastily conclude that this is an indorsement of his soul-destroying occupation. What is required is the sort of teaching that won for this study a place in the school course, not the sort of teaching that is driving it out of the schools.

For the body the physical training of the Greeks, and a better training is required. Industrial education is imperative for the nation. Adolescence is the golden period for acquiring the skill that comes by practice. The standard should be maximal efficiencies of the capacities that earn. Wherever youth thus trained are thrown, they land like a cat, on all-fours. Dr. Hall is not pleased with what passes for manual training to-day. "The real merits of Sloyd have caused its enthusiastic coryphei to magnify its scope, and claims far beyond their modest bounds." "As in all hypermethodic schemes, the thought side is feeble." When we turn to the needs of the pupils, its errors and limitations are painful to contemplate. Tools were invented for use, not for exercise. They must be used to produce their product, else they will not be mastered. Make things—things which boys want and need and must buy if they do not make them, and make things for the home—and make things to sell, seems to be his direction.

The teacher who would be just and helpful to his pupils, should not fail to read the chapter on Disease of Body and Mind. The discussion of Juvenile Faults, Immoralities and Crimes, is one of the most interesting sections of the work. There is a marked increase in crimes of all kinds at the age of twelve to fourteen, and the proportion of juvenile delinquents is everywhere increasing. Feral traits and deeds are powerfully attractive to children, moreover this is the period when they instinctively shun the society of their more circumspect elders, and form gangs and societies of their own. "Although pedagogues make vast claims for the moralizing effects of schooling, I find not a single criminologist who is satisfied with the modern school, while most bring the severest indictments against it for the blind and ignorant assumption that the three R's or any merely intellectual training can moralize." What is needed is something more than a "pettifogging pedagogy of school methods."

President Hall is firmly convinced that we do violence to the poetical and enthusiastic nature of boys and girls, by emphasizing the technical and logical aspects of science when that subject is taught in high schools. This he believes, is the chief reason why the teaching of science to the young has been so great a failure. The laws of psychic growth refuse to be violated in this way. There must be a humanistic propaedentic, because youth is in the

humanist stage. But education becomes less psychological every year. Even literature and language are ceasing to be humanistic. We must have an introduction to science that touches rather lightly on nearly all the great hypotheses, frontier questions, and larger syntheses over the whole field in a way that the modern specialist wots not of, that is unitary and synthetic and non-analytic, that commands and compares the ethnic mythophemes, that is poetic and historical and orienting; then we shall realize here a higher meaning of the two best designations of education, now so often degraded and misapplied, in the literary and philological fields where they were once inculcated, humanistic and liberal, and usher in a new renaissance by bringing youth and nature together as they belong." In the genetic order, adolescence marks the rise of the first sentimental response, the first expression of which is myth, poetry, or the religions of nature, next comes popular science closely connected with daily life and explaining its difficulties, collections of specimens, maps, charts, models, etc. To the third stage belong the larger utilities machines, hygienes, commerce, economic botany, zoölogy, inventions of all sorts. Last comes interest in science, disassociated from immediate utility. How a high school teacher of science could go on with dry, dull, technical science after reading this chapter, is hard to conceive. There are two or three other chapters which have a direct bearing upon school work. One of them is entitled Intellectual Development and Education. Its discussions of the teaching of language, reading, drawing, and art, of normal schools, high schools, colleges and universities in one hundred and twelve pages, forms by itself quite an exhaustive tractate on present day education. A considerable space is given to the subject, "Adolescent Girls and Their Education," which is a pretty thorough discussion of the much-disputed question of the psychology of male and female, and the proper sort of education for women. The last chapter deals with Adolescent Races and Their Treatment.

So far we have mentioned but a few of the general titles which Dr. Hall employs. In addition to these there are more than a score of chapters which deal with other phases of the subject. The sections on the hygiene of Adolescence will be of particular service. Most have been brought up to be hypersensitive upon the subject of sex. As a result, works upon the subject have generally been designed for the prurient minded. What we have in some of these chapters is a frank and free discussion of every phase of the matter that can be of practical service. The book will do good by promulgating facts which should be generally known and reckoned with, in a dignified and worthy way. In addition there is a philosophy, a literature, a sociology, and a re-

ligion, all from the standpoint of Adolescence. No one can complain that Dr. Hall has not aimed at thoroughness, and no one can find fault with him for not having made his study practical. It is difficult to conceive how it could have been made more practical, for it is simply crowded with conclusions which may at once be applied in an infinity of situations in the home, the school, the church and the State. Again we have nothing but praise for its style, which is at times as trenchant and moving as that of Hugo, and is always as vivid and moving as a man who is tremenduously alive to the value of his subject, can make it. Objection may be made that it is full of technical words. But the expressive power of the language should be constantly recruited from the exacter and more expressive terminologies of the sciences, and it seems to us to be the duty of a teacher to introduce scientific words and phrases which have distinct points of superiority, into common use. Such words are not used didactically here, but seem to be necessary to the elucidation of the subject.

One further question is bound to be asked: Is the work scientific? It is not scientific in the mathematical sense, nor could it be. But if science means the careful and painstaking search for facts, and the reduction of them to principles to guide in action, then the book is scientific. The only method which can be employed in such researches is notoriously defective. But here it seems to have been used with great care, and the major part of the results is of undoubted value. The chapter on Adolescence in Literature, is appended to give a point of view, and to offer confirmatory evidence rather than to prove anything by these statements alone. It is not necessary to refer here to the discussions of philosophy which steal into the work. Much might be said both for and against them.

* * *

An Educational Program

There is a passage in a recent address of Prof. M. E. Sadler, reprinted in *Child Life,* which states the ideal of English education, and with but slight changes, it seems to us to state the ideals of education in our country also. It is as follows: "The education which will best fit England is not a purely literary education. But the ideas and ideals which come through literature must form a great part of it. We need to stimulate the imagination of the children; we need to kindle their intellectual interest, to teach them reverence, to give them more power of expressing themselves in their mother tongue, to secure for them healthy bodies and decent conditions of home life, to inspire them with an ardent love for their country, and with the resolve to

make England lead the world in the right ordering of her national life, in the thoroughness and beauty of her craftsmanship, in the applications of science to industry and commerce, in the trustworthiness of her character, and in the fulfillment of her duties of government to the dependent races which own allegiances to the British flag."

* * *

The Teaching of Language and Literature

There are several passages from an address by Mr. Cloudesley Brereton, on the Training of Literary Taste, and of the Mother Tongue, which we conceive to be of international importance. We quote from *"The Journal of Education"*, London: "In order to assault with success, certain difficult Latin and Greek authors, the teacher no doubt, has the right to mount his heavy batteries of criticism, embody the whole army of scholastic sappers and miners who have delved in and dug round the text, and open his parallels of grammatical analogies; but to bring up his lumbering siege train to the attack of certain modern authors, to invest them with all the pomp and solemnity of critical warfare, seems little short of ludicrous; to edit Keats on the same lines as Aeschylus is really a solemn farce. There is small doubt that we are suffering at the present time from a plethora, not to say plague, of annotated school editions. I remember one very bad case in which some six and a quarter pages of Milton were muffled up in about a hundred pages of notes, introductions and excursuses. Never was there a more intolerable deal of sack to the proverbial half-penny worth of bread. The consequences of such over-editing are disastrous. The pupils, instead of studying the text and its contents, spend the majority of their time in mugging up the snippets of information contained in the notes. To put it in a nutshell, they neglect the picture itself in order to study the heavy frame provided by the editor. If the classics are studied, they are either studied for their contents, as in Germany, or for throwing light upon the mother tongue, as in France. * * * The oral side is cultivated from the earliest stages abroad. Reading and recitation are very carefully looked after. The gobbling of poetry or the prefunctory reading of prose, is never tolerated in France or Germany. The teachers fully believe in Milton's doctrine "that famous speeches got by memory and solemnly pronunc't with right accent and grace, (as might be taught), would endue their pupils "with the spirit and vigor of Demasthenes or Cicero, Euripides or Sophocles." Hence, right up to the very highest class in German schools, pieces of German as well as classical poetry, have to be committed to heart.

While the average boy in our classical schools, is learning through interminable exercises to become perhaps a fifth-rate

grammarian, the French or German boy is learning to become a respectable critic and writer in his own language. Few boys have a taste for solving grammatical puzzles; but any one who has seen a high form in France or Germany dissecting the psychology of the hero or heroine in one of the classical dramas, will never forget the keenness displayed. Most of the material is worked up in class—you do not find it all cut and dried in the introductory sections of the text-book. Four other points require special mention. In Germany at least, the school possesses a large number of historical and other pictures to explain the numerous points that lend themselves to pictorial illustration in the teaching of literature. Again, in both countries the courses in literature are carefully graded. Moreover, literary subjects are not infrequently chronologically co-ordinated with the period set in history. Finally, private reading should be encouraged in all classes. Grammar is taught largely inductively out of the reading book. Simple distinctions, like the parts of speech and subject, object, and predicate, should be taught from the start; but the pupils should learn nothing which they are not likely to apply. A simple grammar should be kept as a reference book, and those parts learned in it which have already been treated in the daily lesson. It is, however, in the teaching of composition that the difference between the two methods is most apparent. The old works up from the simplest form to the compound and complex. It takes words as its starting point, studies the formation of these two sentences, and of sentences again into paragraphs. It rarely gets further. The construction of a simple, harmonious, architectonic whole is beyond its ken. Otherwise how can one explain the fatuous fallacy that English is best taught through Latin or Greek, which classical advocates are never tired of repeating? One might as well assert that nature is best seen through colored spectacles."

* * *

On the St. Louis Exposition

The August number of the *World's Work* is a "special double Exposition number," profusely illustrated and containing a great number of articles upon the different departments and the significance of the revolutions of their exhibits. Among the more important features of this number are papers on electricity, transportation, education, the Philippine peoples, Japan's extraordinary exhibit, England's exhibit, the story of empire building, the agricultural conquest of the earth, etc. The price of this special

number is fifty cents. The *World's Work* is published by Doubleday, Page & Co., 34 Union Square East, New York.

* * *

What Drawing Will Do For the Teacher

Now, fellow teachers, what will drawing do for you and your little ones? It will do its full share. First, it will cultivate the hand and lay the foundation for technical education. It will give you skill of hand in your work. It will coördinate mind and hand so they will work together harmoniously and with speed and precision. This working of the mind and hand together leads to precision. This precision, skill, accuracy and quickness will be utilized in any department of life's work.

Drawing tends to shorten the school course. By cultivating the perceptive power the time is shortened in acquiring those branches that wholly or in part depend upon observation. Trained perceptives also add wonderfully to the powers of imagination. A cultivated imagination enables one to see a river in a rill, a mountain in a hillock of sand or a lake in a pool of water. It will enable one to journey in fancy across the trackless ocean, through the jungles and forests, up the rivers, over the plains and lofty mountains; will enable one to see forms beyond the range of vision and compass, magnitudes too vast for measurement. Imagination is the creating faculty. Your drawing will be a great help, not only in awakening interest, but in lessening your labor and making school more attractive. There is no limit to the resources which this subject places at your command. You can bring into the schoolroom a lake, a river or a mountain, all sorts of animals, birds and reptiles, all kinds of trees, shrubs and plants, fruits and flowers. You can show how the Eskimo lives in the frozen regions of the north and the savage among the tropical forests of the south. You can bring into the schoolroom the pyramids of Egypt or a Chinese pagoda. You can use drawing in object lessons and busy work in the reading, number and language classes, in geography, history and physiology classes, and as the handmaid of the sciences. You can illustrate what you see, think and imagine. You can thus open a new field or a new world, and make life wider, broader and deeper.

D. R. Augsburg.

Oakland, Cal.

CHIPS

The teacher who cannot keep order is no worse a disciplinarian than he who rules his class by fear, but he is a greater fool.

The teacher who boasts of the iron discipline he keeps either is a brute or assumes brutality to cloak his weakness.

The good disciplinarian is he who has not to keep discipline.

The good disciplinarian is born; the good teacher is made.

No one but an opponent of the training of teachers imagines that it is possible for the trainer to make a good disciplinarian out of one who has not latent in him the requisite qualities. Even a Professor of Education cannot change a man's character in a few months. But it is his duty to make good teachers.

A teacher may be a good disciplinarian in one school and bad in another.

The young teacher who quits the study of the great educators for active work in a school should remember that comparisons are odious.

The all-round efficiency of a teacher cannot be gauged by the amount of his salary, but generally his scholarship can, also his breeding and the cut of his cloth.

If you wish to make your own theories acceptable to the British teacher, preface them by an assault on theories and theorists.

When one teacher hurls at another the epithet of "theorist" it may be assumed that their theories do not coincide.

Every teacher is a theorist, for he cannot teach without a method. The reasons why he adopts one method and not another constitute his theory.

Many teachers never formulate their theory: they are the most "practical," and the least progressive.

Any method becomes "practical" after a few trials in the class-room: it is not on that account a good method.

The soundness of the method depends upon the soundness of the theory.

When you are tempted to accept the dogmas of a "practical" teacher on the strength of the twenty years' experience of which he boasts, go and consult on the same point other "practical" teachers of equal experience. The resulting conflict of dogmas will rid you of temptation.

There are three kinds of instructors of youth: first, those who set and hear lessons; second, those (not confined to University dons) who lecture or "make things clear"; third, those who teach, that is, who guide each pupil to create by his own effort a soul of his own.

The existing conditions of school life are adapted to the first two kinds.

No one should, under existing conditions, be trained to *teach* who has not the stomach of an ostrich and the skin of a rhinosceros.

It is an essential condition of educational progress that teachers should have as complete liberty as possible to experiment along different lines of inquiry to a common end. It is from the comparison of many tentative methods that the better method will spring.

But liberty to experiment need not be confused with license to teach badly.

An intelligent and sympathetic inspector passing from school to school would be in an excellent position to watch the development of the various methods in practice, and would therefore be able, either in person or through the medium of his annual report, to keep each teacher acquainted with the progress achieved by his fellows. Thus freedom of initiative would be combined with coordination of result, and much that is now lost by the isolation of individual energy would be at the disposal of all.

The teacher of the morrow will prefer to call himself not "practical" but "scientific"; his opponents will be "unscientific," "empirical," or "merely practical."

When the advance of psychology makes our knowledge of mental process more exact it may have to be admitted that the assumed superiority of a classical education as an instrument of mental discipline is one of the greatest superstitions ever born in the scholastic world.

The strongest existing argument against this assumption is provided by the arguments of its advocates.

We all agree that the end of education is the formation of character; we reptat it *ad nauseam,* but our unanimity vanishes the moment we ask: What character?

The Religious Question of the future will not be how the teaching of conflicting theological dogmas is to be reconciled, but how to meet the wishes of those who do and those who do not believe in the teaching of morality divorced from the supernatural.

It is the boast of the great public schools that the education they give develops the qualities of energy, initiative, and grit. They are tempted to forget that these qualities are common to the just and the unjust.

One effect of the Education Act of 1902 will be to intensify class-prejudice: it leaves us to systems of education without points of contact—on the one hand, the non-local boarding and preparatory schools, plutocratic, exclusive, and dear; and, on the other, the local State-supported elementary and secondary schools, democratic and cheap. There may be contact at the Universities for those who reach this stage; but the experience of Oxford and Cambridge seems to show that it is possible for the "classy" and the "non-classy" to reside in the same college, yet apart.

The better their education, the less will the masses be disposed to accept the situation in which it has pleased the Providence of the classes to place them.

A little popular education is worse than none. The alternative to none is the best; it has become the only alternative.

If there is need in England for good technical institutions in which to teach young men and women how best to employ the hours devoted to business, there is yet a greater and a growing need of institutions in which they may learn how best to employ the increasing hours of leisure that are the gift of democracy.

Production for profit, instead of for use only, defiles education as it defiles everything else.—F. B. Kirkman, in *The Journal of Education,* London.

* * *

Western School News

MEETINGS

Southern California Teachers's Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The California Teachers' Association, San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

NOTES

Superintendent James A. Foshay of Los Angeles has returned from a trip to Europe. He was agreeably surprised on his return to find that his salary had been increased to $4,000 per annum.

W. S. Small, formerly of the Los Angeles Normal School, has been elected city superintendent of San Diego, Cal.

L. M. Shelley, deputy superintendent of San Francisco school department, has resigned. W. B. Howard has been appointed in his place by Superintendent W. H. Langdon.

The San Francisco Teachers' Club gave a reception to Dr. A. H. Suzzalo on Friday evening, September 2. Professor Suzzalo will leave for New York October 1, to fill the position of lecturer in the teachers' college, Columbia University, New York.

Miss Lizzie Fox of Trinity County will hold her institute the week of September 21. Frank J. Browne, author of Browne's Graded Arithmetics, and ex-State superintendent of Washington, and Professor David S. Snedden of Stanford University will be the principal instructors.

Superintendent Underwood of Eureka, Humboldt County, will hold his institute September 15th. Dr. A. H. Suzzalo and T. H. Kirk will assist as instructors.

Vaccination seems to be the live problem for current discussion of the Oakland and Berkeley school boards at the present time.

The San Francisco Normal School has the largest enrollment in its history. Four-fifths of the attendance is from outside the city of San Francisco.

Preston W. Search will conduct the Modoc County institute this year.

The enrollment of freshmen at the University of California and at Stanford University is larger than of any previous year.

Alex B. Coffey, who has taken the master's degree at the Columbia University, will return to California and spend the year in research study and institute work.

Among those who will engage in institute work this year in California are Professor T. L. Heaton of San Francisco school department and lecturer in the department of education, University of California, Edward Hyatt, superintendent of Riverside County, Frank J. Browne, author of Browne's arithmetics and ex-State superintendent of Washington, D. R. Augsburg, teacher of drawing in the Oakland school department, T. H. Kirk of Los Angeles, Herbert Bashford, the poet, Jenne Morrow Long of the Jenne Morrow Long College of voice and action, 2152 Sutter street, Job Wood Jr., H. W. Fairbanks, Berkeley, Cal. and Alex B. Coffey. The faculties of the State Normal Schools and of the two universities also furnish instructors and lecturers on request.

The total membership of the N. E. A. at St. Louis was only 4,873. California furnished 40, St. Louis 1,966.

J. W. McClymonds, city superintendent of Oakland, is on a trip to Eastern cities to study school buildings, with a view to securing the best modern improvements for the building to be erected in the city of Oakland.

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Western Jour. of Ed.—Sept.

INTERSTATE SCHOOL OF CORRESPONDENCE
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The greatest lyric soprano heard here in years will make her appearance in the person of Mme. Fannie Francisca, prima donna of the Opera Royal, Amsterdam, who will be heard in two grand operatic concerts at the Alhambra Theater this month. The dates have been set for the evening of Wednesday, the twenty-first, and Saturday, afternoon, the twenty-fourth. Mme. Francisca is at present the most distinguished songstress appearing in the great European operatic productions, and her triumphs during the past few seasons have made her famous in all the important musical centers of the continent. Those who follow the leading musical affairs of the world will be pleased to learn of the appearance here in concert of this great lyric soprano, of whom so much has been printed in praise. Her two concerts in San Francisco will inaugurate a tour of the United States and Canada, and as they will also be the first important musical affairs of the season a big and fashionable audience will be on hand to greet the brilliant singer. Mme. Francisca has arranged to render programs of unusual

attractiveness, and will include among the numbers some exceptional novelties, in which the superb soprano of which she is possessed will be heard to every posible advantage. The European critics found special admiration for the prima donna in such roles as "Traviata," "Manon," and Ophelia in "Hamlet." Her program at the Alhambra will probably include the great mad scene solo from the last named opera, and it will be in this number that she will have opportunity to shine in her dramatic efforts. Seats for the concerts will be $2, $1.50, $1, and 75 cents. The advance sale of seats will open at Sherman, Clay & Co.'s.

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EDITORIAL

The Place of Details in School Instruction

Just as the tailor works with cloth, the carpenter with wood, the smith with iron, the apothecary with drugs, so the teacher works with *details*. Details of history, of geography, of literature, of science are as much the teacher's stock-in-trade as are groceries the merchant's, or legal lore the judge's. Does the teacher wish to give her children a notion of the spirited, watchful, resourceful nature of pioneer life,—she presents to them the lives of our country's Carsons, Pikes and Boones. Does she wish to purify their sentiment of patriotism and instill into their minds lofty ideals of citizenship,—she lays before them the details of the life and work of our noble and distinguished men. Does the teacher wish her children to gain some comprehension of the development reached by ancient civilization,—she tells them about the pyramids, and the sphinx of Egypt, about the famous ruins of Peru, and about the sacred Vedas of the Hindus. Perchance it is a realistic feeling for the difficulties which Nature has placed in the path of her children in the northern lands, which she wants her children to get,—then she relates the terrible story of the ill-fated expedition of Lieutenant Greely, picturing as she does so his hopes, his fears his anxieties, and his sufferings. Again, but from another point of view, possibly, the teacher wants to throw some point or topic of her subject into striking relief,—again she calls details to her aid for she knows that to increase a body of related detail is to increase emphasis. So, details of subject matter, constituting as they do the "raw material" of the teacher's art must of necessity remain the chief item of her equipment.

Yet details, in themselves, do not comprise the end of school instruction—only the means. By themselves and of themselves they are of little relative value for it is the *relation* of details which makes them significant. Whether a child knows this particular detail, start from its relation to other details, or that one,

about any thing, does not much matter. Yet scores of teachers throughout the state are conscientiously trying to teach all the facts contained in our history and geography texts under the mistaken notion that thoroughness in teaching these subjets means what it does in teaching spelling or the multiplication tables. Thoroughness in spelling requires the teaching of all the words of the spelling text, but in history and geography, thoroughness means something very different, for it implies on the part of the teacher the getting of certain central thoughts and larger conceptions of her subject and the selecting and organizing of concrete and interesting details to bring out most effectively these essential conceptions.

But this essential part of the teacher's equipment can not be gotten in the academic work of our Normal Schools and Universities. True, these institutions give outlook and perspective, yet not the concrete detail which the needs of the elementary schools demand. They throw history into its lights and shades, hastily point out its large views, and try to organize the subject into a logical and harmonious whole. Yet the teacher is left without that intimate acquaintance with the body of biography, of fiction, of incident, of anecdote, of illustration, which her text-book fails to supply but without which her work is relatively a failure. Until some institution recognizes the value of work of this sort and makes provision, in its summer school or in its regular term, for courses dealing with the concrete materials of history, of georgaphy, and of literature the teacher of the ele-elementary school must continue to grope in the dark and the teaching of these rich subjects must still remain as it now is, but the tossing to and fro of dry bones.

* * *

Thorhougness in Presenting Details

Apropos of this matter of thoroughness in detail we recently visited a young men's class in one of the representative Sunday Schools of a University town. The lesson topic was "Jehoshaphat's Reform," 2 Chron. 19, 1-11. In the treatment of this lesson one would reasonably expect the most superficial Bible student, through class discussion, to make vivid the depths of sin and idolatry into which Israel had fallen during the reign

of Jehoshaphat's predecessors and against this background to bring into strong relief the sturdy, courageous qualities of the reformer who sought to lead his people away from their sinful practices. This done it surely is not expecting too much to ask the class to compare the personal characteristics of this reformer, and the methods he employed, with those of other reformers, biblical and secular, and then to direct the attention of the members of the class to the conditions of our own time. to the need of reforms on all sides, to the work present day reformers are doing, and to our own duty, as men and citizens, in rallying to the support of all true reform.

In this particular school, however, a thirty-minute period was occupied wholly in asking, and getting answered, such questions as the following: "Who was Rehoboam?" "Did he reign before or after Jeroboam?" "What was the name of Rehoboam's mother?" "How old was Jeroboam when he died?,' "Whose son was Jehoshaphat?" "What commendable act did he perform?', "How old was he when he began to reign;" "What was his mother's name?"

For lack of common sense in the selection of material we have long held that the modern Sunday School stands without a rival, yet, when we examine some of the questions which County Boards of Education give to the children of the grades we are not so sure of the correctness of our judgment. Two illustrations from among the many which might be cited, taken from examination lists, will make our point of criticism clear.

Question: What is the difference between passing a bill in the legislature of California and in the national legislature?

Answer required: In the first, a majority of *all* the members is required; in the second, a majority of the *quorum* only.

Out of curiosity we have put this question to several lawyers, practical politicians, men of affairs, and teachers. It was answered correctly by but one person and she was a *teacher*.

Question: What was the immediate cause of hostility in the Mexican War?

An answer to the effect that hostilities grew out of the annexation of Texas and the dispute over the boundary received three

credits out of a possible ten. The examining Board wanted the particular incident, whatever it was, which led to the firing of the first gun.

Boards of Education through their examinations, as Superintendent Cox of Santa Rosa has said, determine in a very large degree the quality of the teaching done in their respective counties. By asking such questions as the above they are virtually compelling their teachers to require the memorizing of every little distinction and insignificent detail in the children's text. In so doing they deny her the right of discriminating and virtually force her teaching into a memory cram of the facts which the text-book gives. Boards of Education should recognize that the good teacher is known quite as much for what she omits as for what she teaches, and that thoroughness in history and geography is a very different thing from thoroughness in spelling.

* * *

The Significance of the First Axiom

That the young are teachable is the first principle of education. But how teachable? Sometimes the inquiry is made whether heredity or environment is the more potent element in determining character. If we believe that heredity is a powerful factor we naturally cease to expect much from education. Because of our uncertainty on this subject our faith is apt to waver and our practice to lack in resolution. To know how much one may reasonably expect to accomplish one should know how this matter stands. There is an old saw to the effect that blood will tell. In the animal world it tells for more than in the human world. Mr. John Fiske's chief contribution to the theory of Evolution was his discovery of the importance of the fact of infancy in human development. Human beings differ from animals, he said, in that they are born plastic, born to learn, while animals are born with characters largely ready-made. In the animal world the young do the same things which their parents did before them; blood tells; while in the human world it is not blood, but lessons learned during the long period of infancy which makes the character. The young are not tied down by birth, indeed each generation is in a measure

set free at birth. It is fortunate to be well born for that usually means that one will be well taught Not at all that one will inherit a good character from ones parents.

Each species produces after its kind, but young children are so dependent upon environment for the quality of their being that in the few cases in which they have been reared by wild animals they have acquired the traits of wild animals. Self preservation is the first law of Nature we are told, yet most men are so susceptible to teaching that whole armies have been trained to overcome the fear of death in every nation and in every age of the world's history. If one would know what teaching can accomplish he has only to recall the effects of Spartan training, the instruction of the Jesuits, or the Samurai code of honor. But the best proof of the well nigh absolute power of the schoolmaster is the great fact of the modernizing of Japan. In a single generation she has passed from feudalism to the very front rank among civilized states.

The Master of Balliol wrote of her in the year of 1888 that "the kingdom of Japan underwent more change in five or six years than Europe in five or six hundred."

We have been taught to expect little for nature changes but slowly. A more thorough study of evolution seems to prove that new species are produced *suddenly*, and at the very moment that this life giving discovery is announced a great nation proves to the world that a state can within a single generation take on a radically new character in practically every department of life. What does this mean except that the human mind is not fixed by nature, and that teaching can accomplish more, much more, than we had yet dared to think was possible for it.

Stimulated by the noble example of Japan, life will undoubtedly begin to move at a quicker pace in every country on the globe. Men in every department will grip their work more resolutely. More will be expected. More will be accomplished. Conditions which have been supinely endured will be tolerated no longer. Improvement will be the rule, not the exception.

The passive routine worker will be scorned as no Japanese in spirit. For the teacher, the lesson of the war is most explicit, reassuring and inspiring. A whole new province of possibility has been opened up before him. If he will but remember that

what man has done, man can do, his occupation will have a new meaning.

* * *

The Best Proof of a Bad State fo Education

It was said, long ago, that the greatest proof of a bad and disgraceful state of education is the presence of a great number of physicians and lawyers in the state. Their services are usually invoked after a wrong has been suffered or committed, or a disease contracted. They live, chiefly, by repairing the follies and the indiscretions of other people. They correct the mistakes and patch up the wrecks due to ignorance and animality. They are pathological agencies, neutralizing factors, not positive forces in society.

They follow in the rear-guard and pick up and care for those who fall out of the regular march of life. When the hospital corps of an army must be four or five times its normal size it means either that the general in charge is murderously reckless of his troops, or that the camp life is destructively unsanitary and must be reorganized. So the presence of a great number of physicians in a city indicates that the people either are dwelling where they ought not to dwell, or are being led by blind and reckless leaders to their destruction. Our people require an abnormal number of physicians and lawyers.

A recent study indicates that we have twice as many physicians per population as Great Britain, and four times as many as Germany, or 2 physicians, 1.8 ministers, 1.4 lawyers per thousand of population. While we have only twenty teachers of physical training per million pupils in the schools. A gymnasium is worth infinitely more to a community than a hospital. A physical trainer of the right sort is a better health-maker than ten physicians. The hospital is an emergency feature, the endurance and the strength of the army are the constant care of every one of its officers.

Medical science has advanced marvelously in recent years. Millions of money and infinite toil and thought are expended upon search for microbes, in training physicians, and in erecting

hospitals. When a sick person must be treated the care which is taken to prevent infection and to secure to him the best possible chance to get well is something marvelous. Why might not a tithe of that care have been expended in insuring him against being sick? If the routine of the practice of medicine deserves such attention, why does not the routine of the practice of health deserve painful attention also? There was a time in the history of the best race which the world has yet produced, when health received more attention than disease. If education to-day taught men how to make and keep the body sound, as it did then, if it taught them their rights and obligations and how necessary it is to deal fairly and squarely with their fellows, would physicians and lawyers be so numerous as now? A man would not have to go to another for his law and physic because he had none of his own at home, and the teacher, not the doctor or the lawyer, would be the person who possessed the most needful knowledge and would be regarded as serving the state best. The science of teaching would involve something more than a scrappy knowledge of the few subjects which began to be taught in the Dark ages. Worth, that is the possession of a sound body through correct ideas as to what sort of a body one can make for himself, and how to make and keep it, and the possession of proper ideas about the use of the mind and about conduct, rather than arithmetic, reading and writing, would be the object of the teacher's endeavor. Teachers would then be trained, as thoroughly as physicians are trained, in physiology and hygiene, in psychology, logic and ethics, and more thoroughly than they now are in the subjects which are taught in the best normal schools of the land. Character would be the ever present end of education and the young would have an opportunity to acquire it. If we were as ready and axious to do the thing which should be done as the Japanese are, we would soon reorganize the routine of school work to include the effective study and practice of hygiene, and much more attention to human life and how it must be lived. But we are not Japanese in our attitude toward routine and we shall most likely go on sickening and recovering, quarreling and lawing, sinning and praying, until the superiority of the Anglo-Saxon like the superiority of the Roman will be a dead and empty tradition.

The word aretè is a very significant word in the Greek language. We have no equivalent for it, for we do not commonly use the idea which it represented. In general, it meant excellence, sometimes of a particular sort, but more commonly all-round excellence, or general capability.

Some Items on Capability

In one place it is defined as the possession of "temperance, fortitude, justice and other such like habits." They recognized various parts of aretè, as physical aretè, intellectual aretè, and ethical aretè, but they thought that no man could be *capable* or *virtuous* unless he possessed them all. Thus, the Olympic victor possessed aretè, for to win he must have bodily strength, coupled with temperance, fortitude and fair play. So Pericles in making a speech possessed aretè, for bodily as well as mental bearing was essential to his success. And Plato, in his teaching in the Academy, possessed aretè, for the teacher must be a model of the all-round excellence which he seeks to develop in his students. We have lost this keen demand for all round excellence in our pupils. We seek sometimes to train them in right habits of thinking about places in geography, and numbers in arithmetic, but seldom do we even think of it as part of our duty or privilege, whichever way one cares to put it, to train them to right bodily habits, and accustom them to a large and noble sort of conduct. Yet no one of these things can be without the others. A more important question by far than that of examinations, promotions, et al., is: Are James, Henry and John, Lucy, Elizabeth and Mary becoming capable and sturdy minded young people? Are they growing up with a fine sense of the rights of other people, or are they thoughtless and inconconsiderate boors? Are they getting more and more into the habit of asking questions and trying to find answers for them about the various subjets that come up in the class, or do they seem to be less wide awake and curious than they were when they first came to school? Are they becoming larger chested and more vigorous and quick in their movements as the days go by, or do they get flabbier, more lakadaisical and shuffle about from the desk to the class, and the playground to the desk? "That man is a capable fellow," said a business man to me, of one of a score of young men who had come to him seeking employment. "Did you notice in what a business-like way he

came into the office, how quickly and firmly he walks, how clean, well brushed and polite he is, and how much to the point his conversation was? He is a strong bodied young fellow who wont be afraid of hard work or let himself run down. He knows how to get along with people, for he is considerate and manly, and he acts like a youngster who would try to master whatever he undertakes. That's the sort of a young man for me.'' Now whether we strive to develop these qualities in the schools or not, vigor, consideration for others, dependableness, the ability to take hold of a task and to stay with it to the end, a keen sense of fair play and other qualities like them, are the acquirements which the world demands and is right in demanding. If we do not make them the uppermost things we shall make our pupils the undermost men and women, and they will not think kindly of us for it.

* * *

On Formal Discipline

''The habit of close reasoning, of exact observation, or of accurate perception may be extended to other objects of investigation, but the power so gained will not enable us to understand another system of facts, except in as far as the new system is identical with the former. In all understanding, in all interpretation, there must be a system of ideas by means of which the news is interpreted, and the formation of any one system will only enable us to interpret facts of a different nature in so far as the facts are similar in nature to both cases. For example, in mathematics we are training our pupils to the exact discrimination of spatial and quantitative relations generally, and in so doing we are at the same time forming a system of ideas of the same nature; but this system of ideas will not enable them to understand the ethical, social and economic worlds, except in so far as these worlds and their relations can be expressed in quantitative terms. Similarly, a training in classics will not aid the pupil in the explanation of knowledge of another kind except in so far as the instruction gained thereby can be used in the explanation of other facts. This is a truth which needs emphasizing at the present day, when our school curriculums, from various

causes, tend to become over-crowded with subjects."* This has been our contention for a long time. Briefly put it is this: one should study mathematics if he wants to learn mathematics, for mathematical purposes, and similarly he should study Latin and Greek if he wants to acquire some definite knowledge which may be gotten through the study of Latin and Greek better than in any other way. "Young persons may become good geometers, and render themselves skillful in the arts depending on the mathematical sciences." But this is about all that they can hope for from their study of mathematics. As Ruskin says, "Learning Greek teaches Greek and nothing else; certainly not common sense, if that failed to precede the teaching." These are sound principles of education. They cannot be successfully disputed. It is time we submit, that high school and college work should be reorganized in accordance with them. Teach Latin, Greek and mathematics if you wish to impart a knowledge of those subjects, but do not be guilty of robbing young people of three or four of the most valuable years of their short lives in the vain belief that you are disciplining their minds.

* * *

On Compulsory Vaccination

There has been considerable trouble of late over the enforcement of the vaccination law. The question at issue is a medical question and we do not propose to discuss it here. As long as the law stands as it is the school authorities have no discretion in the matter. They must enfore it. But it is a source of much trouble to them and interferes greatly with the performance of their work.

There should be some other means for its enforcement. The school officers should have nothing whatever to do with it. The State Board of Health has representatives in each county. The enforcement of the school law should be placed in their hands. They might go to the schools and refuse any child permission to enter who had not complied with it. If this method would not work some other could be found which would work. There can be no question that the law should be changed in such a way as to take all the responsibility for its enforcement out of the hands of school officers.

---

*Darroch, Herbart a Criticsm.

Getting Results in Composition

At the present time in the schools of California great pressure is being brought to bear upon the teachers to the end that better results may be secured in oral and written expression. There can be no doubt that the college has reason to compain of the high school in this matter and that equally the high school has reason to quarrel with the elementary school. The situation is an irritating one, however, because the college critics of our school English give teachers relatively little in the way of specific guidance in teaching expression, and elementary teachers receive from high school teachers much more of caustic criticism than helpful suggestion.

The situation has another unfortunate side. Under pressure to secure results, the average teacher will "come down hard" on the pupil. She will try to teach him expression by constant and frequently meaningless drill. The pupil will be made more conscious of his defects, and may become somewhat self-critical. Under pressure of this sort, some pupils will develop both linguistic power and linguistic conscience. But many others will lose interest in the subject, will become disgusted with what seems to them undue insistence on minor details of form; and we can foresee a time when the rigors of "composition" will drive our children out of the schools as, sometimes, do Latin and grammar.

Furthermore, teachers will try to teach composition or oral and written expression by constant insistence on forms that are barren of meaning to children. Under pressure for results, the school has always tended to try to anticipate natural growth, and to put form before content in study. It has not infrequently happened that the more a subject has been taught the less it has been learned. Premature or otherwise injudicious cramming reacts severely upon the educational system that demands it.

It is the conviction of the writer that we can obtain much better results in oral and written expression if, in laying greater stress on the subject, we also seek after improved methods. The pedagogical discussion of recent years has developed several principles which are capable of wide application in teaching expression. We may especially note these:

(*a*). Oral expression should be developed as a basis of written expression;

(*b*). Expression should be required only when the pupil has something to express; and when he is interested in expressing it;

(*c*). Frequent practice is essential to results in composition.

The writer believes, however, that a further analysis of the processes involved in oral and written expression is necessary before we

can procure the best results in the most economical manner. To that end the following tentative suggestions are offered:

In teaching penmanship, it is well known that we have two ends in view — legibility and speed. Unfortunately for our efforts in teaching penmanship, these two ends are conflicting. That is, the kind of effort and practice that will secure the one often interferes with, or even prevents, the attainment of the other. If we lay great stress on accuracy, speed is hampered: and if speed is made the goal, legibility is usually sacrificed. In this matter it has come about that teachers of penmanship, especially at the outset of their work, give separate exercises to meet these two needs. Exercises in speed alternate with exercises in precision. In proportion as each set of exercises establishes appropriate habits the pupil is expected to combine them in practice.

The writer believes that in teaching composition similar principles are involved. In other words, there are two chief ends corresponding to speed and legibility in writing. The first of these is connected with freedom and fullness of expression; the second with precision and all that goes to make "good form." Now, just as in penmanship we may attain legibility without speed, or speed without legibility, so in expression we may have freedom and even fullness without accuracy, or accuracy without freedom. In fact there can be no doubt that the child left to himself and in free association with his fellows develops great powers of expression with the fields of experience common to himself and his associates. But he gives no attention to good form beyond that made necessary by the easy play of imitation. In other words, such a person receives much training in freedom and effectiveness of expression, but none in the forms of conversational English. Among newspaper reporters and others who write much we find a similar condition. These develop great freedom, great capacity for easy utterance, but their "style" is seldom approved by the critics.

On the other hand we have all seen that extreme form of training which produces indeed one who is able to write or speak correctly but one who lacks all freedom, all capacity for rich, spontaneous expression. Many of those who graduate from our schools write correctly enough, but they have nothing to say.

There is a well-known law of psychology according to which the mind attends with extreme difficulty to two or more distinct conscious processes presented to it simultaneously. It is hard for the child, in the early stages of learning, to think about legibility and speed at the same time in penmanship. It is hard for an adult, speaking for the first time to an audience, to think about what he has to say and at the same time to think about the form in which he will say it. In fact the mind can carry on two distinct processes well only when one of them is well established as habit and is

below the level of consciousness. The trained penman is but little conscious of speed or legibility as he writes; both processes are matters of habit. So the trained speaker gives likewise attention to the form he uses, giving most of his conscious attention to the content of his speech.

It is probable, therefore, that in teaching expression, we should develop at least two lines of exercises. Children should be trained in accuracy of expression, but equally they should receive training in freedom and fullness of expression. Too often we strive to attain these two ends at the same time; we try to have Johnny write expressively and at the same time to keep his attention focused on the minutiæ of spelling, punctuation, etc. In due season, of course, Johnny should be required to attend to these matters of form until they become habitual. But, to reiterate, Johnny can attend only with extreme difficulty to both processes at the same time. His attention to matters of form may paralyze his ability to express himself freely, or he may decide to "sling himself" and let matters of form take care of themselves. Practically, if he is writing a letter to his teacher, he says very little and says it in good form; and if he is writing to his chum he says very much and puts it in poor form. "What is a synonym?" was asked a boy who had probably been writing several letters which teacher would read and mark. "It's a word you use in place of one you can't spell," he said.

Practically, therefore, it would seem that we should remember, when we are teaching matters of expression, that the mental processes involved may be conflicting. In that case our exercises should have a fairly simple, as opposed to complex, end in view; and that various drills should be devised to meet the various ends. As soon as any process becomes fairly habitual and therefore easy, as the ability to capitalize, judge names or to pronounce certain words, then we procure practice for those habits in all exercises.

Some examples may make this clear. The pupils have been studying some section of history and the time has come for a written review. This is, of course, a composition. But here the main aim is that the pupil shall recall and express freely and richly what he has read. Now if the pupil feels keenly that in this paper he is to be marked strictly on spelling, etc., then in writing the paper he will be in a state of divided attention and the result will be poor. In this case, it would seem to the writer better to encourage the pupil to think much about content and little about form. But other exercises should be given to produce habits of writing in good form. After the teacher has given the pupils drill in specific matters of form, they should write compositions in which they may apply what they have learned. But the basis of each of these compositions should be material with which the pupil is very familiar, otherwise, in the process of writing he will be obliged to give

severe attention to two lines of thought—the one connected with content, the other with form.

Similarly in the matter of expression. Ordinarily in recitation, the pupil is trying to express certain ideas and these should require most of his attention. If he is constantly held up for correction in such formal matters as pronunciation, grammar, etc., a condition of divided attention results which is fatal to good expression. But it would certainly be wise to ask the pupil occasionally to express himself in fields where ideas very easily suggest themselves and in which he could give much conscious attention to form.

Ultimately, of course, when the various processes alluded to above have become habitual, the pupil should be expected to combine them in all expression. But the central principle involved is that in the early and more conscious stages of learning the mind should not be harassed and defeated by being obliged to attend to several difficult processes simultaneously. In much of our oral reading, music, composition, recitation, etc., we are committing just this fault.

DAVID S. SNEDDEN.

* * *

My Class In History and Literature

During the past three years, for two hours each day, I have been engaged in teaching a private school limited to one pupil, and held in my own house at Hill Girt. In March, 1899, my youngest son, John French Swett, then near the end of his sophomore year in Stanford University, was taken down with the measles, which prevailed as an epidemic in that institution. After apparently recovering he came home, stayed ten days, and then returned to his class. Three days later he was attacked with retinitis in a severe form. He came back with his eyes heavily bandaged, and entered a darkened room in which he was confined for seven weary months, never once going out of it during the daylight. The inflammation of the retina made sunlight unbearable, though his clearness of vision was not perceptibly affected. At the end of a year he was able, by wearing blue glasses, to go out of doors for exercise early in the morning, but not in the middle of the day, The oculist who treated him said that recovery would be very slow. It had now become evident that he must give up all hope of ever being able to complete his course at the University, or to pursue the study of law, on which

he had set his heart. His disappointment was great, but he bore up under it with the heroism of a martyr. As a boy in the public schools, he had ranked high in his classes. In Stanford University he took an elective course looking to the legal profession. His health was good and his habits were exceptionally regular. When a child, before he went to school, he learned to read under the irregular tuition of his two grandmothers, before he was five years old, and long before he went to school, at six years of age, he was a regular reader of the St. Nicholas magazine. He had inherited as taste for books as strong as my own.

As the prospect of his recovering the use of his eyes for reading seemed far in the future, I determined to lend him my own eyes for the purpose of keeping him alive intellectually. I planned a systematic course of reading which seemed to be best adapted to his particular needs. I found by questioning him that he knew something about the history of Greece and Rome, picked up in his classical course in the high school, but about the history of our own country, he knew little or nothing. Therefore, I began the history lessons by reading one hour in the forenoon, and one hour in the afternoon until we had read the following list of books from beginning to end, omitting nothing: John Fiske's Beginnings of New England; the Dutch and Quaker Colonies in America; Old Virginia and her Neighbors; the American Revolution; the Critical Period in American History; 1783-1789; Historical Essays and the Discovery of America and the Mississippi Valley in the Cival War. In our whole course we never found anything more delightful and nowhere a style of expression more clearly cut than these volumes of John Fiske. Next we took up all of Parkman's historical works, six or seven volumes in all. Parkman was followed by Nicholay and Hay's *Abraham Lincoln;* Miss Tarbell's *Life of Lincoln;* Lincoln's State papers; Lincoln's Speeches in the Douglass Campaign; Raymond's *Life of Lincoln;* McMaster's *Life of Daniel Webster;* Webster's most notable orations; Webster's Speeches in the Hayne Debate in the Senate; Memoirs of General Grant; Woodrow Wilson's *History of the American People*, five volumes; Dodge's *Story of the Revolution;* Motley's *Dutch Republic;* Motley's *Netherlands;* McMaster's *History of the People of the United States*, five volumes, Henry Adams' *History of the United States*,

five volumes; and Hamis Taylor's *Origin and Growth of the English Constitution*, 616 solid pages.

In Science and general literature, the following include a part of the books which we read: Huxley's works entire, with the exception of one volume; extracts from Tyndall and Darwin; Herbert Spencer, two volumes; John Fiske's *Excursions of an Evolutionist;* Fiske's Darwinism and other lectures; Fiske's *Destiny of Man, Idea of God, Life Everlasting, Through Nature up to Nature's God*, and a *Century of Science*; David Starr Jordan's *Care and Culture of Men;* the *Voice of the Scholar, Footnotes in Evolution*, and numerous other papers and lectures by the same writer; John Muir's *Mountains of California*, and *Our Natural Parks;* extracts from Ralph Waldo Emerson's works; and half a dozen books on political economy and science. Added to the above list there were a large number of articles, scientific and literary, from standard magazines. Occasionally, by way of variety, I read short poems from Whittier, Longfellow, Holmes and Lowell—poems that delighted me when I was about the age of my boy. From the Bible we read the book of Job entire; selections from Genesis; the book of Father; and the Psalms. Of the magazines from which I made my selections, my pupil was most deeply interested in "The World's Work," every number of which from the beginning of its publication until the present time (1904) as a general rule has been read through from the beginning to end, to the neverfailing interest of the listener as well as that of the reader. From the other magazines, which we take, such as the Atlantic, Century, Harper's, McClure, and Review of Reviews, I have selected articles of special note, whether scientific, or literary, or political. From the daily papers I have gleaned the general news of the world, and the current political news of our own country. I have not given the preceding list as "a list of the best hundred books in the world that everybody ought to read." The books that seemed to me to be well suited to the needs of my particular pupil were selected without reference to the tastes of others. Some of them were read because I had them in my own library,

During the three years of this reading course, I have had an assistant teacher, my wife, who has ably supplemented my own reading. She has read wise selections from the works of Dickens

and Thackeray, Bret Harte, and Mark Twain, and occasionally from the drift-wood of recent fiction in magazines, or in book form. In history she has read all of Justin McCarthy's various volumes about the history of our own times, Boswell's Johnson; Pepy's Diary; Hittel's *History of California,* four volumes, and numerous miscellaneous volumes of our current literature. Whenever I was called away from home on business she more than filled my chair.

During the past six months my pupil has been regularly engaged in light work around the garden, and in the fruit house, and winery, working six hours a day on regular wages. His eyes have been slowly improving. One day last week to my surprise, he read aloud to me for thirty minutes continuously. Day has dawned after the long Artic night of darkness.

JOHN SWETT.

* * *

School Attendance in the 21st District School of San Francisco

During the last school year, a group of workers at the South Park Settlement undertook an investigation of the school attendance of the neighborhood in which the settlement is located. Their school district, the 21st, lies between Harrison and Channel streets, and Fourth and the water front. While it is largely a commercial and manufacturing center, it is also one of the oldest, most thickly settled residence portions of the city. The houses are closely built, with many rear tenements, but are rarely over two or three stories high. The inhabitants are nearly all wage-workers of American or Irish extraction. Evidently, most of the foreign-born residents of the district have had some time in which to learn American ways, for but 18 out of the 2455 children living in the district were foreign-born.

The investigation was based on the records of 1901-2. These showed a wide variation in the percentages of non-attendance in the forty districts into which the city is divided, ranging from 3 per cent. in the 4th and 16th Districts, to 44 per cent. in the 3rd District, and 35 per cent. in the 6th District. It is evident that the 21st District, with 24 per cent. of the children between the ages of 5 and 17 out of school, represents a mean, rather than an average degree of non-attendance. It is slightly higher than that of the city at large, which was 21 per cent. There were twelve

districts with a higher percentage of non-attendance, three had about the same percentage, and 24 showed a smaller proportion of the children out of school. The non-attendance of the 21st District was not due to lack of school accommodations, as there were several vacant rooms in the buildings in or near the district. While it is evident from this summary that the condition of school attendance in the city are not uniform, still it is fair to assume that the general problems are much the same, and that the results of an intensive investigation in one district may prove suggestive to those who are trying to enforce the compulsory education law in the remaining thirty-nine.

The report of the school-census marshal gave the names and addresses of 432 children, between the ages of 5 and 17 who had attended neither public nor private school during the school year ending June, 1902. The home of the children were visited to find whether they were still out of school, and whether, in case of continued non-attendance, they could be reached by our present compulsory education law.

Evidently, there are many transient residents of the district. Of the total number visited, 141 or 32.6 per cent had moved, or were not found. Of those found to be still absent from school, 182 or about 42 per cent. were girls, and 250 or about 58 per cent. were boys, thus showing the uinversal tendency of the boys to escape from the school-room sooner than the girls.

The investigators did not find the ages in all cases. Of those reported 46.6 per cent. were under 8 years, and 38.6 per cent. were over 14. Of the remaining 15 per cent., between the ages of 8 and 14, one-third gave their ages as 14. We have left 10 per cent of those reported who would come within the age provisions of the law. Of these, all but eight were in school or started at the beginning of the next term. Two of these eight were sick, one was at home helping care for younger members of the family, and the remainder were at work. As the parents might easily claim they needed the labor of these children, it is obvious that as it is now worded, none of these cases could be reached by our present law.

While making this canvas, we were on the lookout for children of school age playing on the streets. We found many who were evidently allowed to stay at home for the most trivial reasons. The father of one gravely assured me that the child had to stay home to dry her hair. In another case, the child's mother was in the country, and her grandmother did not take the trouble to send her. She was playing on the street with unbuttoned clothes and dirty face, while the old grandmother was actively investigating the troubles of one of her neighbors. Another little girl was at home because her mother did not get up in time to send her to school, while another was sitting on the door-

step waiting for better weather. A little girl of eleven had "a delicate throat and lung trouble," so she played in the street without head-covering or wrap. She and her eight year old brother were continually running out from the close, stuffy tenement house to the raw outside air, and of course had chronic colds. All the conditions of this family were such that the children should have been taken from their parents. In several instances children were out because they had not been vaccinated. It was not always easy to induce parents to avail themselves of an opportunity for free vaccination. After long and patient argument one mother remarked to the visitor, "Well, since you seem to be so interested in the matter, I guess I'll attend to it and let the boy go to school. Notwithstanding this amiable willingness to accommodate us, it took no less than five visits to get that child in school.

Five of the children of school age found playing on the street were recent arrivals in the neighborhood, who readily promised to start to school at the beginning of the new term.

The children who had been working in the fruit cannery presented quite a difficult problem. Though they were even younger than is permitted by the weak California child-labor law, we could not reach their employers, for nominally they simply accompany their mothers, whose piece work is swelled by the long hours of child-labor. Since the compulsory education law does not require attendance during the full school term, it could not be invoked to remove the children from the unsuitable work and environment. A part of the children started to school after the season's work was over, but we found others playing on the street in November and December.

Among the children found on the street were the youthful members of a gang of little criminals. There were five boys in the group, all of whom had escaped entirely from the control of both the home and the school. They had learned to pick up a living from the sailors around the docks, and made spending money by "snatching" from cigar stands or by bolder thievery. Three of these boys are now in institutions where they will be under suitable supervision. We also found several groups of boys between the ages of 14 and 17 who were loafing in front of saloons and on street corners, smoking and chewing, and swearing. They had dropped from school early, and worked in a desultory fashion, spending the intervals of idleness in this thoroughly demoralizing way. Yet these boys were at the age when they needed vigorous training and strict discipline to insure the formation of habits of industry and clean living.

In addition to the study of the census reports, we obtained the registers of three large schools, in or near our district, and examined the attendance records of 1042 children. We noted not only

the cases where children dropped out during the school term, but also those who were quite irregular in their attendance. Apparently, the degree of irregularity varied but little from month to month. We could not find any connection between irregular attendance and early leaving to go to work. On the contrary, most of the children who dropped out for this reason were quite regular prior to leaving. Sickness of the pupil, or in the family, was the chief cause of irregularity, though nearly one-third of the cases about which we were able to get information had no good excuse. This was particularly true of the girls. Evidently they are often permitted to stay at home for trivial reasons.

In comparing the registration in the different grades, the ratios between the sexes show that the boys drop out earlier, and in larger numbers than the girls. The percentages of boys in the grades examined were as follows: First, 112 per cent.; second, 119 per cent.; third, 79 per cent.; fourth, 71 per cent.; fifth, sixth and seventh about 44 per cent., while the eighth showed only 14 per cent.

We found 141 cases where pupils dropped out during the school term. Of these, 75 left the city or were transferred to other schools, five were absent on account of sickness, 10, who were 14 years old or over, went to work, and 51 were under 14, thus coming within the age limit of the compulsory educational law. It is evident from such of these latter, as we have been able to trace, that many of them went to work when less than 12 years old, thus violating our exceedingly weak child-labor low.

In summing up our conclusion we find—

1st. That that the actual number of children on the streets has been grossly exaggerated in many of the recent public speeches and newspaper articles.

2nd. That there is, however, an unquestionable need for the present vigorous efforts to enfore the compulsory eductation law.

3rd. That a large party of the evil comes from general shiftlessness on the part of the parents, and may be corrected by persistent work on the part of the truant officers, or other interested neighborhood workers.

4th. The probability of a small residue of incorrigible truants, who can only be dealt with in the parental school.

5th. That the present law is very weak. We need some way of keeping all the children under 14 from work during the whole school term. It would also be a good thing if we could compel boys between the ages of 14 and 17 to go to school when not at work.

LUCILE EAVES,
Head Worker,
South Park Settlement.

Increasing the Proficiency of Rural Schools

Paper presented at a session of State and County Superintendents, Atlanta, Georgia, February, 1904, opening the topic.

By Arthur Lefevre, State Superintendent of Public Instruction in Texas

So many things are requisite for such efficiency of rural schools as would even approximate practicable reforms, that it would be futile to attempt to describe details in the time allowed. The problems are many sided, and emphasis might be greatly varied as bearing more on skill in education as a process, or on the right essence of education as a result, or on administrative questions of ways and means. Whatever may be the emphasis, however, wise discussion of any aspect is only among those able and willing to consider each in the light of all. Otherwise counsel is darkened by words without knowledge, and discussion degenerates into a babble,—the blind organizer of he-knows-not-what looking askance at the idealist and cannot give attention to practical condiditions, and the myopic specialist in means-to-know-ends thrusting out his tongue at both. Perhaps few men can successfully specialize in more than one of the three departments; but whether he be teacher, or organizer of courses of study and executive officer in general, or representative and administrator of the social energies which furnish the physical basis, each, I say, needs intelligent sympathy with the functions of the others. Only when teachers, school superintendents, and educational boards work with such reciprocal comprehension, can they cease to work at cross purposes. As for State Superintendents,—is it possible for any one of narrow interests to be a useful counselor and friend of all these, and in addition do his part toward arousing and guiding the social forces that supply the motive power which it is the business of teachers and school officers to apply? Truly, none is sufficient for these things; but in this heyday of specialization there is need to uphold the idea that in education specialization ought to be a matter of emphasis, not of exclusion. Before any system of instruction can be rightly called educational, it must be ascertained not merely whether its pupils have learned something, but whether they have been put on the way of education,—for it is a process which lasts as long as life lasts. To be intelligently sympathetic with every sort of human activity is to be educated. Neither blind sympathy nor unsympathetic knowledge yields genuine education, but the union of sympathy and knowledge. An essential object of the first stages of formal instruction is to awaken and maintain interest, and of the last stage to lead to *independent* investigation and judgment, and nowhere to dry up the fountains of sympathy, nor to confine the waters of understanding from all save certain regions.

This ideal is not mentioned with any rhetorical purpose, but to indicate a potent line of *action*. To have ideals means simply to

have a "clear head," to know the ends striven for. Effort without ideals is anarchy; effort under false ideals is thraldom. Every practical exigency must be dealt with as such; but the true purpose ought to be kept in view.

It has often been shown that education when it is dallied with or mistakenly attempted is costly, troublesome, and skeptically regarded; those who have perceived its true nature and aim never complain of its cost, never harbor a doubt about it. The high aim is the practical and efficient one, because all incidental utilities are included, and if inner qualification for the right use of wealth does not keep pace with acquisition, society plunges toward ruin like a runaway locomotive engine. We should never confine pleas for the proper support of schools, or for progressive educational enterprises, to the scope of a hard-headed debate with a close-fisted computer of pecuniary returns to the individual. It is the doom of selfishness that it *can not* see clearly; and the people are not as selfish as they are supposed to be by many men, who, while priding themselves on their practical sense, are blind to some of the most practical laws of nature and human nature.

It is the purpose of this Round Table Session to bring the fruits of experience and reflection to bear upon means of increasing the efficiency of those schools which belong to our vast expanses of rural life, the very foundations of the commonwealth. The four sub-heads for the discussion which is to follow this preliminary paper have been chosen by the designer of our program with wisdom and insight. They embrace all the phases of our problem, and pointedly bring out the need of *considering each in the light of all*, which has been responsible for my somewhat discursive introduction to the suggestions which I now offer under the four assigned heads.

(a)—Consolidations of Schools

It is important that leaders should be able to look ahead, but it is almost equally important that a new movement should not be advocated until conditions have been ripened for it. The time seems to come for the application all over the country, *where suitable to local conditions*, of a remedy for the peculiar embarrassments of rural schools. The remedy is no longer an experiment. In the execution of any design it is the individual that counts; but in so far as organization can secure results, every condition changed by *normally developing* consolidation is changed for the better.

The consolidation of rural schools is a broad administrative question, requiring, as a condition precedent, the formation and guidance of an effective public opinion. It is only upon the phase of our first sub-topic that it is fitting for me to speak in this company. In Texas I write and speak about consolidation,

reporting as best I can the experience of others, and our State University and A. & M. College are responding to my appeals for bulletins giving detailed accounts of the work of leaders of this reform; but the movement in Texas is only in its inception.

In Texas we need no legislation on the subject. Compulsory laws ought to be avoided. If necessary, simply repeal restrictive or enact permissive laws. Zeal for uniformity has wrought much damage in the educational work of States. I am oppossed to compelling people to do things better left to their free will. Simply break the shackles and let the rural school districts be permitted to help themselves by consolidation and local taxation where the majority of their citizens are so disposed. It would remain for us to inform the people of assured facts, in order that they may learn what the most satisfactory way of managing rural schools is, unless local conditions compel the continuance of weak little schools. We should not be in overweening haste—that bane of many reformers. It is often profitable to reflect upon the long centuries which have led to the staudium at which we find ourselves. Misapplications of theory may and must be avoided; and each step could be a permanent advance.

(b)—Improvements in Course of Study and System of Grading

These problems of educational processes concern some of the ends of administrative measures like consolidation; but they in turn need to be dealt with as means to supreme aims. We consolidate in order to improve courses of study. We should frame courses of study and make assignments of time for completing them, in order to develop the self activity which is the object of any truly educational regiment, and in order to direct that self-activity to make suitable advances toward the comprehensive intelligence and sympathy which belongs to the full stature of a *man*.

It is one of the reasons for consolidating poor little rural schools, that it thereby becomes feasible to provide suitable studies in subjects relating to agriculture, together with teachers capable of offering such instruction. No one need dream, however, that the complaints of those who are justly dissatisfied with the results of schools can be cured by so simple a remedy as changing the course of study. Such improvements make good teachers more effective, and may diminish stultifying effects of incompetent teachers; but there *is* no help for the results of attempts to educate the young by means of uneducated teachers hired at starvation wages, except to quit the absurd attempt.

Refreshment of courses of study, and especially a genuine correlation of subject-matter *such as has never yet been attempted*, demands now and will ever require the best efforts of the best

school men. There is more than time—priceless as time is—to be thus gained by the mutual reinforcement belonging to cognate studies. How neglected this means of increased efficiency has been, is apparent upon the mere mention of present text-books which almost completely ignore it.

The easiest and most definate improvement in prevailing systems of grading is to reduce the number of years assigned for the elementary course of study. The one advantage that the old fashioned rural school has enjoyed is *represented* by the significant fact that pupils, there fitted to enter high schools, have been prepared in a much shorter time than the preprosterous eight years of the city elementary school. Vital correlation of subject matter of instruction must remain the chief means of improving and economizing teaching in the old style country school; but for the reformed rural school, conditions of systematic grading will not differ materially from conditions in cities and towns. Such is one of the chief claims, and justly so, of the consolidating reform. In this, therefore, as in most other matters, we shall hear less and less of differences, and more and more of the essential likeness of country and town schools; and it is of immense importance that the new rural school should be saved from imitating city schools in grading to a twelve-years standard for elementary and high school courses combined.

All that is attempted in the prevailing twelve-years course can be better accomplished by the same teaching force in ten years. The twelve-pear plan was foisted upon our American systems by would-be imitators of the German system, who did not understand it; because that system accomplished in *nine* years all that they tried to spread over twelve. The last two or three years of the usual eight years of elementary school, by common experience, present the most troublesome problems. It is more difficult to walk mincingly than to step out along the pathway. It is hard, also, to make an empty bag stand upright. It is chiefly here (and not in the high schools) that the boys take a disgust for study and an undue proportion of them leave school. And how can this be wondered at, if we face the fact that they are asked to spend eight years preparing to enter the lowest grade of the high school, and find themselves at 15 or 16 conning infantile manuals under female tutelage? There is not the slightest difficulty in "telescoping" an eight years course into a six years course. If you will adopt six years for the standard elementary grades, among other benefits too numerous to mention, you will begin to keep the boys for the high school. (In consolidating rural schools, talk about six not eight room houses.) The most discouraging experience of my own professional life has been the slowness with which protests against the eight grades system have gained a hearing—even among students of its evil conse-

quences. How will diminishing the college course by half help the boys who rightly spurn the stultification of the elementary schools? And if two years be saved at the stage where they are worse than wasted, what need for lopping off at the top? I hope for speedy results from the investigations of our new Society of Educational Research. No statistics could make the truth more clearer to me than it has for many years; but those researches will place the facts beyond the sphere of individual insight, and will, I hope, cause them to be recognized by all.

(c)—Higher Standards in the Employment of Teachers

To secure good teachers two things are necessary—right discrimination on the part of those who select and money to pay them. Both are necessary; although the best human service is too exalted a thing to be priced in the coin of the market, and if those who receive such service conceive that they "hire" it, they make a mistake whose tendency is to pollute the very wellsprings of noble action. Persons charged with the responsibility of licensing teachers for the rural schools, whether by examination, or by normal school certificates, can do much toward standards; but the most effective measures are those which will gradually preclude incompetent trustees. Districts that take no care for their schools must continue to drag along with short term schools, housed in shanties, and often with incompetent teachers chosen and underpaid by incompetent trustees. Only where public opinion repudiates the notion of economy whereby the cheapest teacher is sought regardless of qualifications, is the service of competent teachers deserved. But if leaders ers do their part, gradually a correct conception of the practical conditions of education work will be formed in public opinion, until, after much consolidating of absurd little schools, and the *consequent election of suitable trustees to manage such larger affairs*, the whole tendency will draw the backward districts into line with the general advance. By such means it may at last be proved that we have dealt wisely with the paramount governmental problem of a free people. A proper conception of the immensity of the work will save from impatience and discouragement. Great things develop slowly. We must depend in part upon the youths who leave existing good schools. They will soon be electors and trustees, and will help to bring to pass all needed reforms.

(d)—Expert Supervision

The supervision of rural schools devolves in the main upon the County Superintendent, or some officer of similar functions. The conditions of the work vary greatly in different States. In the Southern States problems of support and organization need

expert solution. If the people and school trustees are allowed to sit in darkness, only small and incidental benefits can be secured by overseeing teachers as they struggle with impossible tasks. Where conditions demand it, it is the superintendent's paramount duty to direct public attention to the plain business proposition which the people must deal with properly, before teachers can accomplish by strictly professional means the vital results of education. The people of our rural regions in the South stand more ready to do their part than *un*expert supervisors of rural schools commonly report,—if only the way be clearly shown them. The first duty of supervisors is to explain to trustees and people the necessity of certain improvements and the means of obtaining them.

The support of schools nowhere in the United States depends upon the wealth of the State, but upon proper appreciation of the value of public education. As a cold economic proposition every State could afford good schools of every needed variety, and cannot afford poor schools. The man who claims that his district is too poor to maintain good public schools is not only mistaken as a matter of fact, but he also perpetuates his own and his neighbor's present poverty. A part of the amount contributed by any State for the Cuban and Philippine wars would have given that State public schools as well supported as any in the Union. Tell the people they may estimate from their own experience with revenue stamps how difficult it would be to resume a part of that now happily abolished expenditure, in order to provide sanitary and refining school houses and grounds, longer terms, the needed libraries and equipment, refreshed courses of study, and efficient teachers for the children for whose good in all other respects they labor with continual self-denial.

The method of supplementing State appointment by local support is not only accordant with the fundamental principles and highest hopes of a true democracy (in its fostering of self-responsibility instead of entire dependence upon distributions by the State government), but it is the practical method throughout our common country. In the United States at large 4 per cent. of money expended on public common schools is derived from permanent funds, 16 per cent. from State taxation, leaving 80 per cent. supplied locally. No details of technical supervision can be included in these condensed remarks, but I may say that uniformity is not a criterion of excellence, nor is systematizing an end in itself. In such regards there seems to be as much need for self restraint as for exertion. Flat requirements in such matters as daily programs are generally ill-advised; and too minutely prescribed courses of study do more harm than good. Those who demand one rigidly prescribed course for all the schools of a county, or even of a State, are visionary admirers of uniformity

for uniformity's sake. who do not concern themselves with existent facts. Let supervisors *require and test results.*

I trust the discussiou which is to follow will bring out in some detail things that I have been ably only to refer to in general terms; and, in conclusion, I shall merely state that signs of educational progress are not confined to the advances observable in our own profession, but there are many evidences of such encouraging progress made by the people within the last two years in their share of our great undertaking as should inspire the teachers of this country to do their part still more nobly in the future than in the past.—Reprinted from the *Southern Educational Review.*

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Declaration of Principles of National Educational Association, St. Louis. Mo., July 1, 1904

The members of the National Educational Association, assembled in their Forty-Third Annual Convention, make the following

DECLARATION

1. We cannot emphasize too often the educational creed first promulgated more than a century ago that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This declaration of the fathers must come to us now with newer and more solemn call when we remember that in many parts of our common country the fundamental questions of elementary education—local taxation, consolidation of weak schools, rational supervision, proper recognition of the teacher as an educator in the school system, school libraries, and well trained and well paid teachers—are still largely unsettled questions.

2. We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunities for training in social and civic efficiency.

3. The very nature of the teacher's task demands that that task be entrusted only to men and women of culture and of intellectual and moral force. Inadequate compensation for educational work drives many efficient workers from the school room

and prevents many men and women of large ambition for service from entering the profession. It is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of $300 a year, which is about the average annual salary of teachers throughout the country.

4. The Bureau of Education at Washington should be preserved in its integrity, and the dignity of its position maintained and increased. It should receive at the hands of our lawmakers such recognition and such appropriation as will enable it not only to employ all expert assistance necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our Government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education.

5. We should emphasize the necessity for the development of public high schools wherever they can be supported properly, in order that the largest number possible of those who pass through the elementary grades may have the advantage of broader training, and for the additional reason that the public elementary schools are taught largely by those who have no training beyond that given in the high schools.

6. As long as more than half of our population is rural, the Rural School and its problems should receive the solicitous care of the National Educational Association. The Republic is vitally concerned in the educational development of every part of its territory. There must be no forgotten masses anywhere in our Union of States and Territories, nor in any one of its dependencies.

7. We believe that merit and merit alone should determine the employment and retention of teachers, that after due probation, tenure of office should be permanent during efficiency and good behavoir, and that promotions should be based upon fitness, experience, professional growth, and fidelity to duty. We especially commend the efforts that are being made in many parts of the country whereby teachers, school officials, and the general public working together for a common purpose are securing better salaries for teachers and devising a better system for conserving the rights and privileges of all and for improving the efficiency of the schools.

8. We declare further that, granted equal character and efficiency, and equally successful experience, women are equally entitled with men to the honors and emoluments of the profession of teaching.

9. We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the

mental, moral and physical well-being of the child, and will be conducive to his educational development into American citizenship.

10. The responsibility for the success or failure of the schools rests wholly with the people and therefore the public schools should be kept as near to the people as practicable; to this end we endorse the principle of popular local self government in all school matters.

11. Since education is a matter of the highest public concern, our public school system should be fully and adequately supported by taxation; and tax laws should be honestly and rigidly enforced both as to assessment and collection.

12. We congratulate and thank the management of the Louisiana Purchase Exposition for giving education first place in the scheme of classification, for the location and grandeur of its building, and for the extent and arrangement of the educational exhibits. Such recognition of education is in harmony with the genius of our democracy and will stimulate interest in popular education throughout the world.

Committee on Resolutions:
- Charles D. McIver, of North Carolina, Chairman.
- John W. Carr, of Indiana.
- Amelia C. Fruchte, of Missouri.
- Margaret A. Haley, of Illinois.
- Anna Tolman Smith, of District of Columbia.
- Augustus S. Downing, of New York.
- S. Y. Gillan, of Wisconsin.

* * *

Department of State Teachers' Reading Course

Under the Auspices of the State Council of Education

DR. ERNEST CARROLL MOORE
President of the Council and ex-officio member of the Committee

MISS KATE AMES
Chairman of the Committee

The chairman of the committee, Miss Kate Ames, will hold herself in readiness to answer questions in regard to the Reading Course, either by a personal note, or, if the answer is of general interest, thru the pages of the department. Address all communications to MISS KATE AMES, Napa, Cal.

Defects in School Work are Due Largely to Lack of Active, Public Interest

The public insists upon inspecting and judging the work of schools, and it is well that it is so. When such far-reaching interests are at stake, surely the public should inquire diligently and speak freely. Those interested both within the profession

and without, should discuss the defects and work earnestly to overcome them. Common school is a splendid term; common is a splendid word provided we do not mean commonplace. In spite of the defects in our schools, they stand well among the nations, but, even so, they are on the average far below what we have a right to demand of them. Many are dissatisfied with results. The demand of the public for more efficient service is a recent one and is bearing fruit. But nevertheless public interest does not work as effectively as it should for the encouragement of good and the prevention of poor teaching.

The intelligent charges made against the schools may be summarized under three heads: (1) that the present teaching largely ignores the logical aspect of subjects, (2) that it tends to breed apathy, if not positive dislike or inability to do systematic, solid reading, (3) it utterly renounces the task of training the will. It seems to me that these judgments are as just as they are serious. They touch the subject matter less than its treatment. There is always an element of error in the teacher's attitude toward her work which is practically corrected by the attitude of the pupil. Yet the prevalence of defects is largely due to a lack of active, public interest, and improvement will be dependent upon a reform in public opinion—upon a more active, intelligent interest—a higher standard in the community of what may be expected of the schools, governing boards, superintendent, and teachers.

While we are compelled to admit that the inspection is often not thorough and the judgment is often hasty; that, though we are conscious that methods are improving and work is better than it was ever before, we are sometimes scolded, threatened, pitied, and tolerated, yet all this is better than apathy, and is a correction of the teacher's view point. Good work will bear the light of public inspection and criticism. The present standard of efficiency would be impossibe if the community understood what might be done in schools properly carried on. Therefore, we say, let criticism continue. Public interest and criticism will but spur us to do better work, to strive daily for inspiration, for clearer insight into the principles which underlie the treatment of subject matter that it may fit the time, the place, the pupil.

Rich, Systematized Thought is the Present Ideal of Good Primary Grade Teaching

Time was, and that not many years ago, when educators paid little attention to the entering classes. The poorest teachers and the poorest paid were assigned to these rooms. There was drill in spelling, reading, and arithmetic. Anyone was capable of doing this. Those in charge thought nothing of taking the child from the rich environment of life and the lessons which come from contact with things and placing him in the sterile atmosphere of fragmentary memory drill. There was no organized central idea. It was not necessary to know the living growing persons who went to school. They were blind to the great problems and opportunities offered. The drill in automatic memory was done, and perhaps done well in the first three years.

The force of tradition is mighty; human inertia is great. But even so, new ideas, based upon principles, make rapid changes, and we find a few of our best schools placing teachers of the broadest culture, insight, and tact in these grades—teachers who realize that the mental life of the child and interest are vitally related—that the ill effect of the disconnected automatic memory drill on the husks and forms of knowledge, incident to these years, must be offset by the presentation of subjects containing the richest thought. Adjustment is the most difficult in these lower grades, and requires the best stocked, and most fertile brain. The development of the child depends upon favorble conditions, and it is in providing these conditions that the teacher's skill is shown. As this is the period for making or marring mental power, there must be a sequence throughout the work, a definate standard of values, and a definite aim to be secured. It is a matter of the deepest concern that the rigid principle of cause and effect should be applied in these grades. Here, as elsewhere, fitness for the teaching is a growth; it is a constant effort to gain new insights and to meet new conditions. This is so true that we might define a good teacher as one who is constantly trying to overcome past practices. In no grade can effective work be done at random.

In conclusion, then the importance of making the presentation of systematized, rich thought a clear and conscious aim in

these grades is great. It naturally subordinates the mechanical to mental training. It is a stimulus to discover that this is the real purpose, and that there are abundant means not yet utilized of realizing it. Having once grasped the idea, how potent is the other in comparison! The one builds a substantial foundation for future study. It has a vital interest and relation to past life. It conforms to the way in which the child has learned before entering school. It is not only life, but a preparation for life.

* * *

THE LANGUAGE OF DRAWING

Drawing is the common language of making, the language of the arts and trades, the universal medium of human industry. It is the chief hand-maiden of the engraver, the etcher and the lithographer ; it is used to plan the work of the carver, the modeller and the sculptor. The decorator uses it on embroidery, tapistry, lettering and frescoing; it is the recorder of the designer, the engineer and the architect ; it is common in the blacksmith, the carpenter and the machine shops. The builder, the promoter, and the contractor depend on it as their chief guide, and the great mills, shops and factories would soon come to a standstill without its guiding power. By its unerring direction cities are made, steamers are built, vessels sail the seas, bridges span rivers, railroads cross continents, and temples point toward heaven. In fact drawing is the greatest language of making, the common language of modern industry. Every manufactured thing and all the mechanism of this teeming industrial age must first be expressed on paper in the language of form. All the millions of busy hands in the industrial world are directed by the drawing, and without it the wheels of industry would cease.

Drawing tells the appearance of form, the facts of form, and the ornamentation of form.

D. R. Augsburg.

Oakland, Cal.

Books and Magazines

There are some books that are always new, that should be reviewed frequently and read and quoted again and again. A friend, who himself had a large part in establishing our school system, handed us such a book recently. It was written by a man who left a very deep and lasting impression upon the educational life of the whole United States. It is an unassuming volume which has long since passed out of general circulation.

Horace Mann on the Advantages of Education

But it tells what our fathers hoped for in establishing the public schools, and reveals their meaning much more truly than contempary discussions are wont to do. It it the Tenth Report of the Secretary of the Board of Education of the Commonwealth of Massachusetts, Mr. Horace Mann. This volume, as it exhibits a just and correct view of the Common School System of Massachusetts, was reprinted by express direction of the legislature in the year 1849. The most remarkable thing about it is its author's attitude toward the work of the public schools, his plans and hopes for what they should accomplish, his deep insight as to their purpose and his unfailing belief in their power. His words should not be forgotten, his spirit should still move us and his plans should be fulfilled. "The skill that strikes the nail's head, instead of the finger's end; the care that mends the fence and saves a cornfield, that drives a horseshoe nail and secures both rider and horse, that extinguishes a light and saves a house; the prudence that cuts the coat according to the cloth, that lays by something for a rainy day, that postpones marriage until reasonably sure of a livelihood; the forethought that sees the end from the beginning and reaches it by the direct route of an hour instead of the circuitous groping of a day; the exact remembrance impressed upon childhood to do the errand as it was bidden; and, more than all, the economy of virtue over vice; of restrained over pampered desires:—these things are not set down in the works on Political Economy; but they have far more to do with the Wealth of Nations than any laws which aim to regulate the balance of trade, or any speculations on capital and labor, or any of the great achievements of art. That vast variety of ways in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation, than soil, or climate, or even the government itself, excepting so far as government may prove the patron of intelligence and virtue.

The Greek rhetorician Longinus quotes from the Mosaic account of the creation what he calls the sublimest passage ever uttered: "God said, 'Let there be light,' and there was light." Above, beneath, on every side, its radiance streamed out, silent,

yet making each spot in the vast concave brighter than the line which the lightning pencils upon the midnight cloud. Darkness fled, as the swift beams spread onward and outward in an unending circumfusion of splendor. Onward and outward, still they move to this day, glorifying, through wider regions of space, the infinite Author from whose power and beneficence they sprang. But not only in the beginning when God created the heavens and the earth, did He say, "Let there be light." Whenever a human soul is born into this world, its Creator stands over it, and again pronounces the same sublime words, "Let there be light."

* * *

Horace Mann on Manners and Morals

Teachers are required to attend to the manners and morals of their pupils. Horace Mann had something quite definite and telling to say upon that subject also. "Observation assures us, that awkward, rude, or grotesque manners, and personal habits uncleanly and even disgusting, are *sometimes* found in the company of spotless integrity and various knowledge. But it should not be so. We feel a painful sense of incongruity when it is so. Our children should be saved, not only from the contaminations of immorality, but from the contagion of coarse manners. Before the habits of youth are formed, they are as easily formed to civility and decorum as to rudeness and vulgarity; or if they are not as easily moulded to the former as to the latter, then the need of good breeding, in order to make up this difference in natural tendency becomes so much the more urgent. If prepossessions for uncouth and inelegant manners are once formed in the minds of children, or natural aptitudes for what is low and unseemly once develop they will remain a part of their constitution forever. Subsequent opportunities and efforts may relieve and partially conceal their grossness; yet, like the inner layers of a tree which has been diseased in its youth, though the health and vigor of a hundred subsequent years may cover them over with a hundred circles of beautiful fibre, the unsoundness will remain forever. Now to meet a great exigency of civilization; to save a considerable portion of the rising generation from falling back into the condition of half-barbarous or of savage life, what other instrumentality does society afford, than to send, into every obscure and hidden district in the State, a young man or a young woman whose education is sound, whose language is well selected, whose pronunciation and the tones of voice are correct and attractive, whose manners are gentle and refined, all whose topics of conversation are elevating and instructive, whose benignity of heart is constantly manifested in acts of civility, courtesy, and kindness,

and who spreads a nameless charm over whatever circle may be entered? Such a person should the teacher of every common school be. Such a teacher, by associating with the children of the school for a considerable portion of the time each day; by remaining with them for weeks and months successively; by having an opportunity to observe their conduct towards each other, and thus become acquainted with their various dispositions; by gaining access to their minds through the delightful medium of instruction; and, finally, by prolonging this relationship through all the susceptive and impressible years of childhood and youth,—such a teacher so far as may be in the power of any mortal agency to do it, may mould the habits and manners of the rising generation into the pleasing forms of propriety and decorum, and, by laying their foundations in the principles of justice, magnanimity, and affection, may give them an ever-enduring permanence."

* * *

A New History of Education in the U. S.

The preface to this volume apologizes for the use of the word "History" in the title and suggests that the book is a Chronicle rather than a History. In it Professor Dexter claims to have chosen the lesser of two evils, the omission of the philosophy rather than the facts of his subject. This seems to us to be a very serious defect in his book. It renders his account exceedingly meaningless and threadbare. To state facts as they are stated here as chronological events merely, is really to leave out the most important part of the facts, for the history of an event includes a statement of its proximate cause, a description of what this cause produced, and some indication of its significance and meaning. What we have here is a statement of meaningless results of unknown causes. Not the philosophy of the facts but the most important facts themselves have been omitted.

The book is serviceable as an epitome of the subject and its bibliographies which are quite full will in a measure make good the deficiencies of the text to any one who is able to consult them. It is, however, something of a draft upon the imagination to assume that this supplementary material is "likely to be found in the library of the educator, and would certainly be included in that of any normal school, or college, or in a public library of any pretension."

The volume includes three parts and an appendix. Part One traces the growth of the people's schools from their beginnings in Virginia, the Dutch Settlements and the New England Colonies through their rather devious history, up to the State systems of the present time. Brief separate chapters are devoted

to the Developments in Elementary Education, in Public Secondary Education, in School Organization and Administration, and Text-books.

Part Two is concerned with Higher and Special Education. It contains brief sketches of the colleges, a short account of Professional, Technical and Agricultural Education, the Preparation of Teachers, Art and Manual Education, Commercial Instruction, the Training of Women, the Education of the Negro and of the Indian, together with six pages upon the Education of Defectives.

Part Three discusses the extension of education through the agency of libraries, newspapers and periodicals, summer schools, evening and correspondence schools and lectures, museums, etc.

The appendix by far the most interesting part of the book contains among other things, the first rules of Harvard, and of the Hopkins Grammar School, and tabulated statements of facts concerning school organization, the certification of teachers, teachers' institutes, compulsory education laws, etc.

The book is superior to anything we before possessed in the respect that it attempts to outline the history of education for the entire country. As a brief and sketchy account of the subject it is far from being unsatisfactory. Certain rather important departments of education are omitted altogether and no subject in it is sufficiently expanded. But if only an outline of the subject is wanted the book will supply that want. Some mistakes have crept into the text, one of which is the reference to Oberlin as founded by the Methodists.

* * *

A Life of Abraham Lincoln

"This book is dedicated to you," says the author, addressing the school boys of America. "It is the story of a hero greater than any of the heroes of fairy tale or romance. For while these latter were for the most part ideal and imaginary, the man of whom I shall tell you was a real person who lived a true life and did truly noble things." Mr. Baldwin justifies the writing of another life of Lincoln when so many already exist by the statement: "I may be able to repeat some well-known facts in a manner particularly agreeable and understandable to boys and girls, thus producing a book adapted to school reading, free from wearisome details, as well as from political bias or sectional prejudice. Then, again, it is my aim in this book to trace, as briefly as may be, the progress of our government from the time of its organization to the end of the great civil war; and more particularly to make plain the causes and motives which

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A History of Education in the United States, by Edwin Grant Dexter, Ph. D., Professor of Education in the University of Illinois. New York: The Macmillan Co.

brought about the tremendous crisis in which Abraham Lincoln bore so conspicuous a part. * * * It is with the hope that this book may help to inspire you with such patriotism that I dedicate it to you." It is a great story which is told here and it is well told. Better reading for the young it would be very hard to find. No other life is so full of the qualities which have made our people what they are. If every boy and girl in the land could become personally acquainted with Abraham Lincoln a new vitality would be produced in our country. Life would have a new tone, a new vigor, a new meaning. This is the sort of a reading book and history which may reasonably be expected to produce great results, to take possession of the reader, and to change his character. The boy or girl who has not made the acquaintance of Lincoln in some such way has been deprived in that measure of his educational rights.

* * *

A Book of Historical Stories

With the good comes the bad. Here we have in the same series, a book which seems to us to be as objectionable as the Life of Lincoln is praiseworthy. The subjects treated in this volume of historical and biographical stories, we are told, are those named in the syllabus for the first half of the fifth school year, in the course of study prescribed for the elementary schools of the city of New York. They are intended to serve as an easy and helpful introduction to general history. Children in the fifth grade are from ten to eleven years of age. Yet nothing but the big words in this book would indicate that it was meant for children more than seven years old. Why is it that people who write books for children insist upon making them wooden? Why is it that they take the most concretely dramatic subjects in history and squeeze all the juice out of them? Why is it that school authorities buy such books rather than a child's Plutarch or a child's Herodotus for their pupils? Why is it that publishers publish such books? Is it because living things must be killed before they can be brought to the attention of children? Again, why is it that courses of study require children to become familiar with a great many names of distinguished men, one after the other in chronicle fashion, instead of giving them a chance to learn something definite and connected about six or eight of the first-class men of the world? If we could answer these questions we might see some reason for making books of this kind. As it is, they seem to merit all the harsh things that are frequently uttered against children's books. Historically the book is as unsound as it

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Abraham Lincoln, a True Life. By James Baldwin. New York: The American Book Co.

is pedagogically. Note among other misstatements that Augustine, the missionary to England, is assigned to dates of the greater Augustine of Hippo.

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Some Books for Night Schools

Here are three books written expressly for use in the more adult classes of night schools. They are prepared by one who has taught such classes for many years. All the lessons are based upon class-room experience in teaching the foreign-born. They contain much less material than the ordinary text books, but the material which they do contain is well selected and substantial. They will undoubtedly prove to be much more serviceable for the work for which they were intended than the regular day school books. To us they are most interesting as showing what arithmetic, reading and grammar are when reduced to their lowest terms, or how much of the stuff which overloads our regular texts must be left out when teachers begin to instruct students who are mature enough to rebel against a useless employment of their time. So superior do these books seem to our regular ones that one is tempted to wish that every person who writes a text book might be compelled to spend some years in teaching evening school classes. A study of the problem of what to teach and how to teach it, in the night schools, where traditions do not forbid invention on the part of the teacher and where experimenting is possible, should in time do something to improve the slavish practice of the day schools, just as it has already done in England.

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Possessions and Benefits

In a very able article recently published under the title "Ruskin as an Art Critic" Mr. Lionel W. Clarke states Mr. Ruskin's philosophy of life in these words: "Ruskin recognized the profound truth of the not very paradoxical statement that a thing is of no use to man unless it benefits him. He recognized, for instance, that a poor man who is healthy and happy is more enviable than a rich man who is neither. That was the foundation of his attacks upon the political economists. He saw and stated that the important thing is not to understand the laws of human life as they affect our pock-

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Historical and Biographical narratives. By Isabel R. Wallach. New York: The American Book Co.

Studies in English, Arithmetic and Reading and Language Lessons, for evening schools. By W. E. Chancellor. New York: The American Book Co.

ets, but to understand them as they affect ourselves. He saw that a man may get more benefit from a thing that costs twopence than from another thing that costs a thousand pounds, and he accordingly asserted that price is not the real test of value. * * * The fact that appeared to Ruskin to give the key to human conduct was that nothing is really of value to a man unless it bring health to his body, or exercise and development to his mind and feelings. There may be physical experience which is agreeable but does not tend to increase health; it is of no use to the body. There may be mental occupations which are agreeable, but do not tend to increase mental power; they are of no use to the mind. There may be experiences of feeling which are agreeable and yet do not tend to increase morality; they are of no use to the feelings. And what is of no use to the body, the mind, or the feelings is of no value to man. The agreeableness of these experiences is illusory, and would never be felt but for disordered or perverted instinct. That, we take it, was the gospel of Ruskin, as it was the gospel of the founder of Christianity. It is the most solid science you can have." We quote this passage for in it the fact is quite clearly brought out that possessions are different from benefits, and the further fact that only benefits are of value to anyone. The rule applies in all departments. Money that does not satisfy wants is not wealth. Knowledge that does not satisfy needs is not knowledge. It is useless, useless, useless. No time hould be spent upon it, no energy wasted in it. Unless the days are filled with important things, my Father's business suffers. Here is a criterion by which to judge school work.

* * *

The Teaching of Hygiene

The Sanitary Institute, following up the recent deputation from the medical profession to the Board of Education urging the need for the teaching of hygiene in the schools, has addressed the following letter to the education authorities throughout England. The Secretary (Mr. E. White Wallis, F.S.S.) writes: "In the reorganization of the educational system of the country a great deal of attention is being directed to the adequate training of the teacher, and the Council of the Sanitary Institute desire to urge upon your consideration the necessity of giving a prominent place in this preparation to some practical training in the appreciation of the health conditions essential for carrying on the work of instruction. Ever since the passing of the Education Act in 1898, the Institute have urged upon the school world the value and importance of hygiene as the basis of education, and they appointed a committee of ex-

perts, consisting of medical officers of health, engineers, architects, and others, who have given attention to this need of systematic application of hygiene in school life, to draw up a syllabus, indicating the points that should be comprehended in the training of all teachers. The teaching of the laws of health in schools will have little effect in training the scholar in the observance of these laws unless they are observed and practised in the conduct of the school, and such training can only be accomplished where the teachers have themselves been trained by practical and experimental work to understand (1) how the laws of health enter into every department of school life, the mental and moral, as well as the physical, and (2) that the subject is one that must be inculcated in the child by observation and experiment. The regulations issued this month by the Board of Education for the training of teachers sum up the professional training with the following very satisfactory recommendations: "The students ought to have an adequate knowledge of school hygiene. They should understand the general conditions for making a building or a room healthy and for keeping it so, and they should be well acquainted with the rules of personal health, and, so far as possible, with the physiological principles upon which these rules are based. In the case of women students, the nutritive value of food-stuffs in connection with their cost in the market and in relation to the needs of young children should be known in outlines, even though the student may not be specially qualified in domestic economy. Only thus will they know how to conduct the school as a whole with the greatest profit to the health and bodily development of scholars, and how to adapt the instruction to the limitations which are imposed in some cases by the feeble health of the children or by the poverty or neglect of their parents."—*The Educational Times,* London.

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A National Ideal

Canon Barnett, who is at the head of Toynbee Hall, the oldest of the College Settlements for work among the poor, in speaking of education says: "We are not ambitious that England should become the workshop of the world, using up the efforts of the people by making them producers. We are not anxious that England should be the bank of the world, gathering to itself wealth till it represent the picture of Mammon which Mr. Watts bequeathed to the nation. We are not anxious that England should become simply the dominant power of the world. We are impatient that our people, each

of them, should be developed to the full height of their being to enjoy the use of their powers of thinking and feeling; to have pleasure in life, so that the children may play happily in our gardens, and the old die at a hundred years." — *The Journal of Education,* London.

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Booker Washington at the N. E. A.

"After years of civilization and opportunity in Italy 80 per cent of the population are illiterate; in Spain 68 per cent, in Russia 78 per cent, in the average South American country 80 per cent, while the Negro has only 44 per cent of illiteracy to his debit.

"There should be no disguising the fact that there are anxious days for my race and serious efforts ahead, but never for a moment do I doubt our ultimate triumph. Freedom can never be given. It must be purchased. Our success will finally come by our learning to exercise that patience, self-control and courage which will make us begin at the bottom and lay the foundation of our growth in the ownership and skillful cultivation of the soil, the possession of a bank account, the exercise of thrift and skill, and the application of the highest culture of the hand, head and heart to the thing which the times need to have done."

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On the Teaching of Morals

Mr. Herbert J. Rathbone, of the Moseley Educational Commission speaking at the meeting of the N.E.A., said: "As far as I could judge there is very little direct moral teaching of a formal, didactic character in the American schools. In the opinion of many of the leading educators, I gather, it is generally a waste of time, and may be positively harmful. Yet the training of the heart is by no means neglected, especially in the first six grades. Most of the teachers regard the training of the character of the children as the most important of the duties entrusted to them, and never in any of their work lose sight of it. Indirectly, especially by the improved spirit of discipline, the teaching of history, and English literature, a great deal of excellent moral teaching is given. I had the pleasure of listening on one occasion to a history lesson given by a very able teacher at Brookline to a class of children about eleven years old, where the children took the keenest interest in the character of the

leading personages who lived in the period which they were studying, and frequently discussed their conduct. I was delighted to see how much excellent moral instruction the teacher, with consummate tact, managed to get into this lesson; yet I hardly once heard her express her own opinion, and she seemed rather to be leading the children to make discoveries for themselves. Never have I seen a class so intensely interested in their work, and I am sure there was not a child in the room who was not really sorry when the lesson was over. I asked this teacher her views as to direct moral teaching. She seemed to think that in unskillful hands it was almost sure to be mischievous, but that when well done it was very helpful. She herself made a practice of talking to the children from time to time on such subjects as self-respect, self-control, selfishness, obedience, love and sympathy, truth, honesty, good temper, courtesy, the home, the school, patriotism, etc."

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Official Department

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State Board of Education Meeting

PALACE HOTEL, SAN FRANCISCO, Cal., Sept. 10, 1904.

A meeting of the State Board of Education was held at the Palace Hotel, San Francisco, Cal., Saturday, September 10, 1904, at 10 A. M. The meeting was called to order by Secretary Kirk, and on motion President Black of the State Normal School at San Diego was chosen Chairman *pro tem.*

On roll call the following members responded: Morris E. Dailey, President State Normal School, San Jose; J. F. Millspaugh, President State Normal School, Los Angeles; C. C. Van Liew,

President State Normal School, Chico; Frederic Burk, President State Normal School, San Francisco; Thomas J. Kirk, Superintendent of Public Instruction and *ex-officio* Secretary; Samuel T. Black, President State Normal School, San Diego. The following members were absent: George C. Pardee, Governor, President of the Board; Benjamin Ide Wheeler, President University of California, Berkeley; Dr. Elmer E. Brown, Professor of Pedagogy University of California, Berkeley.

The Secretary read the minutes of the meeting of the Board held at Sacramento on June 11, 1904. There being no errors or omissions noted the same were on motion approved.

During the reading of the minutes Dr. Elmer E. Brown arrived and took his seat as a member of the Board.

NEW BUSINESS.

The Secretary read the list of applications for the Special High School Credentials received since the last meeting of the Board and by him referred to the Committe on High School Credentials.

He also read list of Normal Schools and Kindergarten Training Schools which had applied for accrediting since last meeting.

On motion President Millspaugh of the Los Angeles Normal was substituted on committees in place of Edward T. Pierce, former President of that school.

The charges heretofore filed with the Secretary of the Board by the County Board of Education of Butte County against George R. Ray were read and referred to the Committee on Grievances. There being but one member of such committee present, on motion Mr. Van Liew was added to the committee.

A letter from A. H. Gibson, 1128 King Street, Los Angeles, Cal., to the State Board of Education, was read by the Secretary and ordered filed.

In accordance with an opinion rendered by the Attorney-General who construed the word "year" to mean twelve calendar months, unless otherwise specified, the Board rescinded its action in adopting the rule requiring at least twenty months' experience before obtaining a University or Normal Document, and established twenty-four months as the minimum amount of experience requisite to obtain such document.

The matter of rearrangement of committees was brought up and on motion the chairman, in consultation with the Secretary, was requested to appoint standing committees of the Board and announce the same during the session.

Mr. Dailey introduced and moved the adoption of the following resolution: that the State Board of Education hereby declares that

the training of a California State Normal School will be accepted as an equivalent of the training called for by resolution adopted by the State Board of Education on September 14, 1901.

The matter was discussed at some length by Messrs Dailey, Brown and Burk.

Professor David S. Snedden of Stanford University, upon invitation, spoke on the pending question, and after more discussion, on motion of Mr. Kirk, the matter was referred to a special committee of three, to be reported on at the next meeting of the Board.

Messrs. Van Liew, Millspaugh and Brown were appointed such committee.

The chairman called Dr. Brown to the chair, and then moved that those universities which were formerly on the accredited list, but which were dropped when the Board adopted the resolution that only such institutions as belong to the Association of American Universities be accredited, be restored to the list. This motion covered the following institutions: Brown University, State University of Iowa, University of Nebraska, University of Minnesota, University of Indiana, University of Illinois. After some informal discussion Mr. Black stated he would withdraw request for the restoration of the first two.

Mr. Black took the chair and the matter was discussed by several of the members. The motion on roll call was lost by the following vote: Ayes, Dailey, Van Liew, Kirk and Black, four; noes, Millspaugh, Brown, Burk, three.

Mr. Burk for the Committee on High School Credential, submitted the following report, which was adopted:

Report of Committee on High School Credentials

San Francisco, Cal., Sept. 10, 1904.

To the State Board of Education.

Gentlemen:—Your Committee on High School Credentials beg leave to report that they have examined the applications of the persons named below and submit the following recommendations:

We recommend that the following named persons be granted Special High School Credentials:

Katharine Bear, Los Angeles; Ina W. Bowman, Palo Alto; Ralph W. Coddington, San Francisco; Ida M. Cooley, Los Angeles; Charles T. Conger, Orange; Belva Dix, Oakland; Wilhelmine M. Enteman; Edson W. Hale, Niles; Seth Harvey, Berkeley;

Nellie Higman, Los Angeles; Lydia Hinman; San Diego; Fannie E. Johnston, Red Bluff; Anna C. Latimer, Los Angeles; Lydia R. Messerschmidt, San Francisco; Mrs. Sara T. Oliver, Pasadena; Alice M. Parker, San Diego; John F. Walker, Berkeley.

We recommend that the following named persons be granted Special High School Credentials when they have become residents of California:

Hattie L. Andrews, Minneapolis, Minnesota; Fred J. Becker, Hannibal, Mo.; Clara Gonwick, Gonwick, Minnesota; John E. Hanzlik, Ogden, Utah; Adda M. Post, Lincoln, Nebraska; Joseph B. T. Tuthill, Salem, Oregon.

Respectfully submitted,

COMMITTEE.

Mr. Dailey for the Committee on Accrediting of State Normal Schools recommended the accrediting of the following, the same being adopted:

Provincial Normal School at Truro, Novia Scotia; Washington, D. C., Normal School No. 1; Washington State Normal School, at Cheney, from and after 1904.

Mr. Van Liew submitted the following report for the Committee on Grievances:

"Your Committee on Grievances has investigated the charges brought by the Butte County Board of Education against George R. Ray and desires to recommend that said George R. Ray be cited to appear before this Board at its next meeting to show cause why his special high school credential should not be revoked. Signed: C. C. Van Liew. J. F. Millspaugh."

On motion the report was adopted.

The report of the Committee on California Life Diplomas and Documents was read by Mr. Van Liew, and adopted.

State diplomas and documents were granted, on Sept. 10, 1904 to the following named persons:

UNIVERSITY DOCUMENTS

Purle Bottomes Athearn, San Francisco; Adeline Belle Croyland, San Francisco; Lucy Mabel France; Napa; Roy Montgomery Fryer, Sacramento; May E. A. Gray, San Francisco; Georgia G. Hawkins, San Francisco; Katherine Courtenay Johnston, Ventura; Eva Evelyn Margeson, Alameda; Etta McCue, San Francisco; Mary Irene Morrin, Del

Norte; Emma L. Noonan, San Francisco; Louise M. Peters, Ventura; Irving C. Raymond, Modoc; Eva M. Taylor, Alameda; Frances Tucker, Orange; Anne Whitley, San Francisco.

NORMAL DOCUMENTS

Minnie W. Barnett, San Jose; Ada May Borden, Los Angeles; Josie Agatha Boyle, Chico; Ida Jackson, San Jose; Viola Knight, San Jose; Josephine Amelia Pahina, Los Angeles; Nina L. Berger Plaskett, San Jose; Isabel Preston, San Jose; Ella T. Rahilly, San Jose; Matie H. Read, San Jose; Mattie I. Springer, Chico.

SPECIAL LIFE DIPLOMAS

P. A. Espina, (Penmanship) San Francisco; Henry H. Johnson, (Music) Alameda; Geo. H. Taylor, (Music) Kern.

DUPLICATE LIFE DIPLOMA

Kate M. Myers, Plumas. (Original dated January 29, 1904.)

HIGH SCHOOL LIFE DIPLOMAS.

Minnie Bunker, Alameda; W. P. Campbell, Santa Barbara; Charles H. Camper, Butte; Charlotte Cerf, Alameda; Laura Frank, Alameda; Roy Montgomery Fryer, Sacramento; Edward Hohfeld, Placer; John A. Longley, San Francisco; Kernan Robson, San Francisco.

GRAMMAR SCHOOL LIFE DIPLOMAS.

John Hamilton Anthony, Napa; Mattie B. Avery, Calaveras; Grace Aylward, Alameda; Irene Bendle, Kern: Nelle M. Berg, Plumas; Grace E. Bliss, Alameda; Julia Aull Boggs, Yolo; Wilhelmine F. Bolsted, Alameda; Alice Amaden Boulware, Butte; Bessie Agnes Boyd, Riverside; Martha M. Bruhaker, Riverside; Mary B. Burch, Napa; Rachel C. Bynon, Merced; Edith Carpenter, Alameda; Pearl E. Clark, Humboldt; Stanley Clyma, Contra Costa: Cora E. Comfort, San Joaquin; Christie Corlett, San Francisco; Edith F. Culin, San Francisco; Savina DeMarla, Placer; Percival Dolman, San Francisco; Margaret E. Doyle, San Francisco; Lucy D. Forsyth, Alameda; L. O. Fox, Ventura; Elizabeth R. Gallaher, San Francisco; Charles A. Garrett, Humboldt; Florence L. Garrett, Alameda; Emma McCullagh Germann, Merced; Jessie Hinton Gourley, Calaveras; Mrs. M. B. L. Grainger; El Dorado; George W. Green, Riverside; Chas. W. Haycock, Lake; Mrs. Katherine Guilbert Hadley, Monterey; Jos. M. Hamilton, Del Norte; Leah Harris, Merced; Helena G. Hansen, San Mateo; Mrs. Edith E. Hoey, Calaveras; Jennie E. Hogan; San Joaquin; Frances Cooke Holden, Orange; Maude M. Johnston, Butte; Alice May Jordan, Napa; E. Alice Keating, San Francisco; Mary Ellida Kelly, Alameda; Anna Kreisman, Amador; Therese M. LaBarraque, San Benito; Mary T. Lahey, Marin; Bessie F. Landram, Merced; Minnie Joy Laton; Sonoma; Alida M. Leishman, Del Norte; Josephine Trautman Lenhart, Marin; Pearl M. Lewis, Merced; Mary B. Ludlow, San Francisco; Carrie Lynch, Butte; Ida F. Marshall, Sonoma; Mame E. McGovern, San Mateo; Mrs. Alice W. McIntosh, Placer; Anna M. McLanghlin, Amador; Margaret C. McMurray, Alameda; Eleanor M. Merrow, Placer; Sophie M. Meyer, Marin; Emma E. Miles, Fresno; Birdie Milgate, Sacramento; Josephine G. Miller, San Francisco; Anna W. Mills, Kings; Lucy Olive Mills, Sonoma; Mary E. Moser, Calaveras; Annette Murphy, San Francisco; Annie J. Murphy, San Francisco; Maude M. Newberry, Sonoma; Nora E. Nichols, Modoc; Josie E. Niven, San Francisco; May Nolan, San Francisco; M. Elizabeth Noonan, Riverside: Russie M. Rader, Fresno; Laura A. Rector. Merced; Mrs. Mary Emma Riley, Lassen; Jessie Rippey, Butte; M. Ella Saxton, Riverside; Mrs. Agnes

Schultz, Butte; Herbert A. Sessons, Merced; Laura Frances Simon; San Francisco James Slaven, San Benito; Bertha E. Southworth, Calaveras; Margaret R. Sparks, Merced Nellie Orr Starr, Humboldt; Matilda Stephens, San Joaquin; Charles Hoyt Thorpe, San Francisco; Katherine A. Timmons, Siskiyou; Martha M. Trimble, Santa Clara, Grace Lee Turner, Madera; Inez Turner, Merced; Joseph H. Utt, San Joaquin; Emma A. Von Hatten, Sacramento; E. M. White, Modoc; Lottie A. White, San Benito; May T. Wilson, Alameda; May J. Wolf, San Francisco; Annie Woodall, Alameda; Cora S. Wrigglesworth, Amador; Helen Gertrude Young, Humboldt; James E. Zumwalt, Solano; Lena Reinstein Fisner, San Francisco; R. P. Mitchell, Orange.

Mr. Van Liew for the Committee on the Accrediting of kindergarten training schools recommended that the following be accredited: Minneapolis Kindergarten Training School, Minneapolis, Minn; Kindergarten Normal Department of the Ethical Culture School, New York City., N. Y. The report was adopted.

Dr. Brown for the Committee on High School Text-Books stated that there had been no meeting of that committee, and on motion the matter went over until the next meeting.

The chairman announced the following standing committees, in accordance with resolution of the Board:

High School Credentials—Brown, Burk, Daily, Millspaugh.

Accrediting of Normal Schools, Life Diplomas and Certificates of Other States—Dailey, Black, Burk.

California Life Diplomas and Documents—Black, Dailey, Van Liew.

Accrediting of Kindergarten Training Schools—Van Liew, Millspaugh, Wheeler.

Grievances—Millspaugh, Van Liew, Wheeler.

High School Text-Books—Brown, Burk, Van Liew.

Dr. Brown gave notice that the University of Virginia at Charlottsville, Virginia, had been added to the Association of American Universities, and on motion such institution was placed on the accredited list.

Mr. Van Liew brought up the rule adopted by the State Board in reference to the granting of kindergarten primary certificates by county boards of education to graduates of accredited kindergarten training schools, and the Board decided that the twenty-seven months' experience required was experience subsequent to graduation, and that the time spent in practice teaching while taking the kindergarten course was not to be included as part of the required experience.

There being no further business the Board adjourned at 12:30 P. M.

Western School News

MEETINGS

Southern California Teachers's Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

Northern California Teachers'Association, Woodland, Oct. 13-14.

The California Teachers' Association San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

NOTES

Supt. W. H. Langdon, of San Francisco, is on a trip East, for the purpose of studying the school systems of various cities. He will give particular attention to the study of Parental Schools.

A. B. Coffey, has been appointed lecturer in the Department of Education, University of Wisconsin. Prof. Coffey cancelled his institute engagements and left for Madison, Wisconsin, on October 3d.

Ex-Supt. A. M. Phalin, of Contra Costa county, was stricken with apoplexy at Petaluma a few weeks ago, and after a brief illness died. He was buried in the Odd Fellows' Cemetery at Concord. He devoted almost his entire life to teaching in rural schools, and to the superintendency of schools, having served eight years in Contra Costa county and four years in Sierra county.

The California Schoolmasters' Club will have a banquet at the California Hotel, Saturday evening, October 8th. A. L. Mann will preside, and Fairfax Wheelan and Thomas Magee will address the Club, on the Advantage of a College Education to a Business Man.

State Superintendent Thomas J. Kirk has submitted his Biennial Report for 1903-1904 to Governor Pardee. It contains much valuable information in reference to the schools of this State.

F. G. Sanderson has been elected principal of the San Mateo Union High School.

John Dewey, of the University of Chicago, has accepted a position in Columbia University, New York.

Edwin Starbuck, formerly of Stanford, is now head of the Department of Education, Earlham College, Ind.

Daniel C. Deasy has been appointed Deputy Superintendent of San Francisco Schools by W. H. Langdon.

Charles H. Allen, ex-President of the State Normal School at San Jose, is dead. The following resolutions in his honor were reported by a committee consisting of Henry Meade Bland, chairman, Mrs. Mary W. George and Harriett Cory, and passed unanimously by the Normal faculty and student body:

"As the faculty of the San Jose Normal School meets again to take up the work of a new year there is a feeling of sadness in the knowledge that

a presence has gone out from among us—a strong, courageous, helpful life that has been to us an inspiration and a blessing.

"As principal of this school for sixteen years, Professor Allen stood for the highest ideals of truth, honor and righteousness, and this faculty, as well as his former co-workers and thousands of his students throughout the State, loved him as a father and will ever hold his memory sacred.

"It is due to him more than to any other person that the San Jose Normal School has become a center of influence in the educational work of California, and it is with loving pride that we acknowledge our debt of gratitude to him.

"Even after his active work ceased among us Professor Allen kept progressively in touch with our school life, accepting modestly and gracefully the honors we were always eager to bestow upon our 'Grand Old Man' of the Normal.

"We realize the inadequacy of all words to express our sense of irreparable loss and our heartfelt sympathy for those who were nearest and dearest to him. May the spirit of God, which was the inspiration of his life, bring comfort to them and to us."

* * *

Los Angeles County Notes

During the month of September the Los Angeles County Board of Education granted 36 high school certificates, 79 grammar school, 5 kindergarten primary, and 6 special certificates. Of this total of 126 certificates, 46 were granted to teachers on credentials of other States.

Monrovia high school and the Bonita high school, each costing about $30,000, are rapidly nearing completion. The two new 8-room schoolhouses in Hollywood City district are ready for use. The second story of the Whittier union high school is now being built. This building when completed will cost about $50,000. Work has just been commenced on the new $50,000 Hollywood union high school.

Long Beach is preparing to incorporate as a city of the fifth class. Supervising Principal Morgan's salary has been increased to $2,250. H. S. Pinnell succeeds W. B. Frackelton as supervising principal of the San Pedro city schools. A. C. Smith succeeds M. A. Tucker as principal of the Wilmington union high school. Prof. M. A. Tucker has accepted the principalship of the Seventh Street school in Santa Barbara city. Mark R. Jacobs opened the Jewel union high school as principal on Sept. 12th. The

Jewel is Los Angeles county's twenty-second high school. L. L. Evans succeeds A. C. Smith as principal of the Bonita union high school.

The Santa Maria union high school, Santa Barbara county, is forging ahead in the quality of work done and in a general educational uplift under the efficient management of the principal, E. L. Mitchel, Stanford '01. A new course of study, which would be a credit to any high school, has been adopted, printed, and generously circulated. This, the second year of the commercial department, redounds to the credit of the instructor, Geo. P. Merritt, a good business accountant.

* * *

The California Teachers' Association

Charles L. Biedenbach, President of the California Teachers' Association, has arranged a preliminary program, and has issued ten thousand copies for general distribution.

The thirty-eighth annual session of the California Teachers' Association will be held in San Jose, December 26, 27, 28, 29 and 30, 1904. No effort will be spared to make this session one of the most profitable in the history of the Association.

The Superintendents of the following counties and cities have called their institutes to meet in conjunction with the State Association: Santa Clara, Santa Cruz, San Mateo, San Jose and Berkeley. This assures one of the largest audiences in the history of the Association.

The teachers of San Jose and Santa Clara county are taking up the matter of entertaining visiting teachers in the most enthusiastic manner. On Monday night, December 26th, a reception will be given at the Normal School building. A cordial welcome is assured.

The local arrangements for the meeting are being made under the direction of an Executive Committee consisting of City Superintendent G. S. Wells, County Superintendent D. T. Bateman and President M. E. Dailey.

The speakers engaged for the general sessions are men of national fame.

The various minor Associations will present excellent programs, where topics of special interest will be taken up. After these topics have been thoroughly discussed by those most closely concerned, it will be in order to present the definite conclusions which have been reached to a general meeting.

A report upon the subject, School Revenues and their Distribution, having in view longer school terms in rural school districts and a reason-

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able increase in teachers' salaries, is being prepared by a committee, of which Professor D. S. Snedden, Stanford University, is chairman. This report will be discussed at a general session.

DR. EDWIN A. ALDERMAN.

Dr. Edwin A. Alderman, President of the University of Virginia, will deliver three addresses. The topics are: "The Negro Proglem," "Childhood in Civilization" and "The Spirit of the South." The last is not a sectional treatment, but a national treatment.

Of President Alderman the *Outlook* of August 6, 1904, has this to say:

"Educated at Bethel Military Academy in Virginia, and at the University of North Carolina, he has successively occupied the positions of Superintendent of Schools at Goldsboro, North Carolina, President of the North Carolina Teachers' Assembly, State Institute Conductor at the State Normal College, Professor of History at the State Normal College at Greensboro, Professor of History and Philosophy of Education at the University

of North Carolina, President of that University, and President of Tulane. This experience, this connection with all grades and kinds of public and private educational institutions, will enable him, with the aid of his personal magnetism, his very uncommon eloquence as a platform speaker, and his strong enthusiasm for the higher education, to become what President Henry Louis Smith has called a 'live wire' between the University of Virginia and the people of the South."

JACOB A. RIIS.

Jacob A. Riis will deliver an address specially prepared for this occasion. The title is, "What Is It That Makes True Americans?"

It seems almost unnecessary to make any comments upon Mr. Riis and his work. The following extract from the *Brooklyn Eagle* may be quoted, however, as a sample of hundreds of endorsements from all over the United States:

"Mr. Riis is the author of that marvelous book, 'How the Other Half Lives.' It is the story of the social condition of the submerged parts of the swarming population of these cities. He is a magnetic speaker, a dramatic as well as accurate representative of the facts with which he deals, and he has that enthusiasm which is the result of knowledge and imagination surcharged with feeling, and which makes him one of the most convincing and uplifting platform forces within or around the metropolis. His hearers become his followers and admirers once they have passed under his spell."

Superintendent Nelson of the Bakersfield City Schools has made two successful innovations in the schools of that City. At the weekly teacher's meetings a teacher conducts a recitation with her regular class, after which the class is dismissed and an informal discussion follows. The second, which is no less successful is sex-segregation above the Fourth Grade.

J. P. Davidson has won his suit against the City Board of Education of San Diego. Prof. Davidson was removed before the expiration of the term for which he was elected. He sued for the full amount of his salary and the lower court awarded judgment in his favor. The case will be appealed.

G. B. Benham is trying to interest the San Francisco School Teachers in the formation of a School Teachers' Union.

Superintendent Hugh J. Baldwin of San Diego County, reports a scarcity of teachers.

San Benito County is discussing the properties of a new County High School.

The Teachers' Club of Alameda, is arranging a University Extreme Course with Prof. H. Morn Stephens.

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EDITORIAL

It is not always easy to obey the gracious precept which commands us to speak nothing but good of the dead. It was never easier than in the case of Walter S. Melick. Indeed it would be hard to overestimate his character or the high quality of his service to the State. Those of us who were privileged to work beside him have long felt that perhaps no man in California was so useful to the commonwealth as he. Mr. Melick was born in Bloomburg, Pa., March 13th, 1863. He grew up on an Illinois farm, attended a district school, and later worked his way through Dixon college. After leaving college he taught a district school for one year, then he took up work upon a newspaper. But his college course had cost him his health and as a more congenial climate was required, he next made a trip through the Southern States, paying his way by writing letters for publication. After that he spent some months in a hospital in Philadelphia, where he paid for his treatment by nursing other patients. In 1886 he came to Los Angeles, where he did newspaper work in the daytime and taught a night school in the evening. He engaged in the real estate business, made some money and then lost it, in the boom. Then he homesteaded a claim in Antelope valley, bought a newspaper and became generally known and trusted in his community as a thoroughly honest man who would never shirk a responsibility. In 1896 he was elected to the Legislature from the Pasadena district, which he continued to represent for three terms. From the first, he took rank as one of the most energetic and persistent workers in the Assembly. His strong stand in favor of administrative economy prompted Governor Pardee to offer him the responsible post of Secretary of the State Board of Examiners. His work for the State in this capacity was simply enormous. In passing upon the bills for State expenditures he

Walter S. Melick

saved the public hundreds of thousands of dollars. But he did more than exact a scrupulous accounting on the part of State officials. He never ceased to work for better methods of using the funds which the State expends. Sick man though he was, he spent last summer in the East visiting scores of prisons, reform schools, and hospitals in order to introduce the best results of their experimenting into the institutions of California. In public life he was a living refutation of the shameful lie that politics cannot be clean. Those who were permitted to know him personally never failed to get inspiration and strength from his presence. The true measure of the man is shown in the fine words of the Governor of California:

"It is too bad, your news about Melick. Too bad! too bad! I know of no man in the State whom we could less afford to lose, for the State's sake, than Melick. He has more sense, redeemed by the all-saving sense of humor; more backbone, with enough elasticity to it to save it from being brittle; more real charity, without being conscious or proud of it; more devotion to duty, without flaunting it; more real modesty, without any mawkishness; more real Christianity, without any bigotry; more real ability, without any ostentation; more industry, without any fuss and feathers; more courage, without any bluster, more push, without any fuss; more self-sacrificial spirit, without any cant, than any other man in this State of whom I have knowledge. In his hands, we all know, the business of the State has been conducted as it never was conducted before and, I fear, never will be conducted by anybody else, without any except the most general directions or supervision by those under whom he served. Everybody with whom he came in contact admits his worth and ability. I do not see how we can get along without him. He is a man who always does his very best, and his very best is always very good."

It is not often that a man earns such tribute, but Mr. Melick taught us what a citizen should be. His work was not as dramatic as that of Folk or Jerome, but it was of the same order of excellence as theirs. He was a working reformer, a practical idealist, one who believed that the only work which is really worth doing is to

make the world a little better than he found it. The State needs men like him. It must have them. He has shown the way.

* * *

The Carping Spirit

Scott accounts for the irregularities of conduct of one of his characters by using the phrase, "for the man was mortal, and had been a schoolmaster." It is a matter for regret that that same phrase must still be used to account for certain curious traits of character which seem to be peculiar to those who follow the teaching profession. Ask a lawyer or a doctor for an opinion on the competency of his professional brother and the chances are ten to one that unless he is a notorious fakir his strong points will be mentioned first and emphasized. Ask a schoolmaster for a similar estimate and the chances are one to ten that you will get that sort of an answer. A spirit of high minded confidence has been consciously developed in the one case. A spirit of peevish pettiness is all too commonly found in the other. We are still in the prophet stoning stage. If an educational leader propounds a new discovery or announces a new method which promises better results than the humdrum of school processes attains, his fellows act as though the cry had gone up, "Stone him, stone him; he is an enemy, and his ideas must no be permitted to live." Some other professions have outgrown this stage. In them invention is at a premium, new books are welcomed and carefully read and new methods are not sneered at and dismissed without a hearing. The scientific attitude requires us to prove all things and hold fast to that which is true. To disapprove of all things and to hold fast to that which is old, is no indication of its presence. Frankly we have not yet reached the scientific stage in education. A more impersonal attitude reinforced by a little more brotherly love might usher it in.

It is said that the German commissioners sent over to investigate the schools of the United States commented upon the absence of petty-mindedness among the teachers whom they met. We fear that they did not stay long enough to become acquainted with facts. Whether they saw it or not there is more suspicion to the

square inch among schoolmasters than there should be. It weakens their authority for it makes the people distrust them. Unless it can be speedily overcome in other ways there should be an addition to the professional code, running: "I will not speak evil of my neighbor by whose side I may be set, and I will uphold and further his honest efforts in all honorable ways." For a collective undertaxing a strong collective spirit is needed.

* * *

How to Reach Each Pupil

Will there ever be a teaching machine? Mr. Adams replies: "None but a two-legged one." But why not? In these days of many inventions why may we not hope for a teaching phonograph? If so why may we not hope for a phonograph on the bench to take the place of the judge? Instantly the answer comes, "Because cases differ. Every case which must be decided is a new case. Justice must be mixed 'with brains, sir.'" For the same reason there will never be a teaching machine. Teaching must be mixed with brains also. Pupils differ; they cannot learn the same things, they ought not to learn the same things; they cannot go at the same rate, they ought not to go at the same rate. They cannot be taught impersonally for they are persons. Our wholesale methods of teaching as every one knows are unsatisfactory. They must be improved, but in what way? The ungraded class is a good thing, but the ungraded class secures personal attention, which is the same thing as effective teaching, only for those who are in it, not for that larger company that is still herded in the grades. To reach them a ceaseless agitation for individual attention must be kept up. The course of study must not be allowed to become of such a kind that only a few children with an antiquarian interest can take delight in mastering it.

In the class more attention must be given the slow and doubtful pupil than the brilliant and rapid one. There must be study periods affording plenty of opportunity for the pupils to bring their difficulties to the attention of the teacher. But all this, when done in the best possible manner, is not enough. Something more is needed and we think that Superintendent Kennedy of Batavia

has stated the real difficulty and supplied the remedy for it. The difficulty is that pupils need much more instruction and supervision than they can get in the recitation. The main part of their work is not done there but at their seats, and the teacher should not wait for them to come to her but should herself go to them during the study period. The teacher usually thinks that her whole duty has been done when discipline, class instruction and answers to whatever questions the pupils may ask have been provided. The Batavia plan provides for more effective work than this on their part. It directs them to spend half their time in going from desk to desk counseling and guiding their pupils as they prepare their lessons, read supplementary books, or engage in original work on their own account. It asserts that the maximum of efficiency is reached in school work, only, when personal, and class teaching receive the same degree of attention, that much better work can be done with fewer recitations and more teaching than can be done by recitations alone. The system is not a method of grading or of conducting study periods after the usual fashion. It is a new way of teaching which combines the tutorial with the class method in such a way as to retain the strong points of both and the defects of neither. We believe it deserves closer study and more consideration than it has yet received. The best way to teach pupils how to study is to work with them while they study, as well as when they present the results of their labors.

* * *

The Nature of Reviews

A review may be limited to mere repetition or it may be constructive. The first method consists in recalling facts and conceptions, as such, and without regard to their significance or relation; the other, in proposing a problem, the solution of which requires that certain facts and conceptions already perceived be recalled because of their bearing on the problem under consideration. The one is the most effective in arithmetic, in spelling, in penmanship, in the mechanics of reading, and in the forms of oral and written speech — subjects in which habits are to be formed; the

second is most effective in history, in geography, and in literature — where feeling is to be developed and judgment exercised. The first method has to do with the receptive aspect of the process of acquiring knowledge; the latter, with learning, in its expressive aspect. The mistake which the teacher frequently makes is in thinking that she is concerned alone with this receptive side of teaching. She loses sight of the fact that an idea, a fact, a conception, does not really become one's own until he can use it in situations other than those in which the fact was gained. From this point of view the teaching of history, geography, and the other cultural subjects means something very different from the mere act of passing facts and conceptions in perfunctory and kaleidoscopic review. It means laying hold on each with the whole mind in the effort so to apprehend and relate it as to make it a part of ones fund of usable knowledge. Under this conception the teacher must not only secure the retention of certain facts but she must consciously seek to provide situations which demand the working over, the reorganization and the application of these same facts.

To illustrate: After the story of Pochahontas' relations with the Jamestown colonists has been presented the question, "Did Pochahontas do right in warning the colonists of a proposed attack by her people"? will provoke a discussion which, in addition to bringing out the children's ethical notions, will serve to review constructively the essential facts of the story. Again, but taking our illustration from geography, the question, "Why is Para, at the mouth of the Amazon, a great city of 100,000 inhabitants"? reviews facts regarding the exports and imports of the Amazon Valley — information which an intelligent discussion of the question presumes.

Questions such as the above not only afford constructive reviews within the range of the children of the upper grades but they serve also to show the teacher whether her work of instructing has been effective. If her children are able to discuss such problems intelligently she may be sure that her work has been well done for the facts, the conceptions, the principles involved are thereby shown to have become a part of the child's usable knowledge.

The Passivity of High School Teachers

It is becoming more and more a matter of comment that the interests of the average High School teacher are purely, if not narrowly, academic. They think of their subject matter, and for the most part do it well; but few of them think of their work in its larger relations, *i. e.,* in the relations that make teaching a profession instead of a mere livelihood, and an inspiration instead of drudgery. They are men and women who, by virtue of their training, should maintain positions of leadership and influence in the profession. Yet for some reason or other comparatively few care to exert themselves in behalf of the profession, as such. They are often good critics and iconoclasts of the profession; but it is rare that they become positive contributors to it. There is little evidence that, as a class, they ever read an educational journal or become active in the profession's gatherings. Yet the journal and the associations stand in need of just such help as they can give. This State, for example, has an association of High School teachers designed to attack its livest issues in secondary education. Occasionally some one has been heard, as a voice crying in the wilderness, to hold a position somewhere that needed defense or to attack some position that needed to be exposed. But on the whole the Association has languished, victim of the lethargy of the great mass of those who should quicken it. No one believes for a moment that secondary education in this State has no unsolved problems; nor does any one believe that the general educational interests of the State are better off with the mere *silent* partnership of High School men and women. Awake! Awake! Put on your strength!

* * *

How it Might be Remedied

What is the matter with this as one means of challenging the High School teacher to put on his strength? Abolish the present system of accrediting High Schools. Admit to the University, students who are graduates of four-year High School courses upon the recommendation of the head master.— That is all; but this is what the simple plan entails: Freedom of the head master to work out the problem of his school from the view point of the commu-

nity it serves, rather than from that of the University. The professional standing of the High School teacher will not depend upon the accrediting of his work, but upon the work of his graduates in college. If they fail or succeed there, they and their teachers are getting *the everlasting justice of a natural selection.* In a word the High School teacher will feel that he may try his strength as an individual. In the end he will count for more that means leadership and *influence in his community and in his profession at large.*

There is another reason why the High School Teacher, even in a position of influence, fails to be felt professionally in his proportion to that position. In the majority of cases his university career has either accidentally or advisedly overlooked the profession he is to follow. Too commonly it has taught him to ignore, if not to hold in contempt, educational questions which he must ultimately confront. Familiarity with the standard educational literature of his field would be well worth while. Just how many High School teachers in this State are acquainted with these three fundamental works: Brown, "The Making of Our Middle Schools"; Luckey, "The Training of Secondary Teachers in the United States"; Russell, "German Higher Schools"? Are courses of study matters for mimicry or *thoughtful adjustment?*

But just what is to be the outcome of this contest for supremacy in the universities between the cultural and professional training of teachers? We venture to predict: Four years of college culture with specialization. Then two years of professional training. This is the only thing that will ultimately meet all the needs. Just at present it is too easy to get to be a High School teacher. A teacher in the German Gymnasium meets the following educational requirements: Before final certification, three years common school; nine years gymnasium; university specialization and general culture, four years; one year specialization for State examination; one year seminar work with experimental teaching; one probationary year. His position, once achieved, is one of stability, social prestige hardly second to that of the university professor, and power. We repeat, it is too easy for the good of the country, for the young American to become a secondary teacher.

On High School Tuition

How other States have settled the High School tuition matter is of very great interest to us now. The last number of *The Summary of School Legislation,* issued annually by the Educational Department of the University of the State of New York, contains some facts which will be of value in the present discussion over the tuition question. "Connecticut ordered that towns which support no High School should pay for the transportation of students to accredited schools, the State repaying one-half, and, further, that High Schools in which non-resident students are instructed at the expense of the State must be approved by the State Board of Education. Maine provided for the payment of tuitions, not to exceed thirty dollars a year for each pupil, by such towns, they being entitled to partial reimbursement by the State; New Hampshire limited to forty dollars the annual sum which a town may pay for students attending a High School outside its limits, and gave authority to contract with an approved academy within its limits for instruction; New York appropriated one hundred thousand dollars for the tuition of non-resident High School pupils from districts not maintaining an academic department; Michigan empowered school districts to pay for tuition and transportation of pupils who have completed the eighth grade; South Dakota declared by law that academic students living in a district which supports no secondary schools may attend such in a neighboring district at the expense of the home district." The Massachusetts law requires any town not maintaining a High School to pay the tuition of any child who attends the High School of another town or city. The law of Wisconsin opens every High School in the State whose accommodations are not already overtaxed to any qualified pupil who may care to attend it, but requires the town of which the pupil is a resident to pay the amount which his instruction costs to the district whose school he attends. The law of Minnesota requires the High Schools to admit qualified students from any part of the State, without tuition, as a prerequisite to sharing the State High School fund. New Jersey, Ohio and Nebraska also require the district, town or county to pay the tuition of a pupil who must go elsewhere for instruction. In a former issue we stated our position upon the High School tuition issue in the words: "A tuition fee should be charged, but the town or county, not the pupil, should pay it." We believe that the experience of other progressive States will not allow any other conclusion.

On School Holidays

The schools are in session less than half the days in the year. Their work is important. There are a good many State and National holidays which break the continuity of their instruction. The holy-days set apart by the laws should of course be observed each in its appropriate way. The lesson which each one of them is meant to teach should be taught. The fibre of a teacher is revealed by the number of additional holidays he wants and tries to take, and the fibre of a school-board is revealed by the number of additional holidays which it gives. Certain local events are of so much importance as to be far more instructive than the routine work of the schools. The pupils should certainly be allowed to learn the lesson which they teach. Such events are of rare occurrence. Nothing less important should break in upon school work. Pupils who take holidays are said to play hookey, an offense which puts them in the black book. Teachers or school-boards who play hookey are not in better state.

* * *

Agriculture as a Common School Study

The State Grange at its meeting at Oakland a few days ago resolved to petition the next Legislature to make instruction in agriculture a part of the common school course of study. The State Farmers' Institute, which has just closed at Berkeley, adopted a resolution asking "the Legislature to take immediate action requiring a thorough course of elementary training in agriculture, as a prerequisite to graduation in all our several Normal Schools." Nature study with special reference to agriculture its members believe is of the greatest importance to all the children. These resolutions are among the best signs of educational progress which have come to our attention. The people at last are begging the school authorities to cease their routine work of giving instruction in the three Rs alone and to introduce the children to the content as well as the form of knowledge. The more progressive teachers have been begging the people for years to allow them to do this. Nature study has been tolerated for a few years in a half-hearted sort of a way. Now it begins to come to its own. But its friends as well as its enemies are responsible for the fact that it has not as

yet been much of a success in the schools. It has had no definite object or purpose. Some teachers have tried to teach science to immature children; other teachers have adopted the no wiser course of urging the children to sentimentalize over nature. The study of agriculture offers just the help which is needed; with it, the subject will cease to be an invertebrate mass of principles, facts and feelings. The children will now be taught how men must make a living. Most who agitate for it look only to its practical value. As a foundation for other knowledge its cultural value is even of greater importance. This proposal should receive the hearty support of all the friends of education. The study of agriculture should do something toward stopping the rush to the cities; something to make the farmers more skillful, and something to teach us all how we really live.

* * *

The Teachers' Institute

The Teachers' Institute is with us once more and again comes a flood of criticism, abuse and praise of that ancient and honorable institution. On the whole the results of these conferences seem to be better than heretofore. People usually find what they look for in this world, and some profess to find nothing but tedium and triviality in these gatherings. They are the exceptions, usually teachers "by the grace of God" rather than teachers by intention, thought, and study. Their less fortunate fellows who are not born, but must make themselves masters of the supreme art, are remarkably unanimous in their appreciation of these annual meetings. The grumblers are a negligible factor in any business and should not give serious concern in this. There are some improvements which might very easily be introduced which would make the Teachers' Institute several per cent better than it is. The order of the gathering might be improved. Teachers when assembled together are sometimes the most ill-mannered of public audiences. Individuals among them do not hesitate to disturb the proceedings by offenses which if committed by their pupils would be promptly followed by the severest punishment. It is generally conceded that breaches of courtesy in a public assemblage are marks of boorish-

ness and ill-breeding. The inevitable conclusion is that the person who has not learned the primary lessons of good breeding is unfit to teach. These criticisms apply as fully to the larger gatherings of teachers in association meetings as to the smaller gatherings. A public assemblage after it has been called to order is not a place which one may enter or leave as freely as the lobby of a hotel. It is not a place where flirting, gossiping and inattention are encouraged. If need be the chairman should not permit these things.

The success of an institute depends almost wholly upon the superintendent. He sets the pace. If he is businesslike, prompt and decisive it is sure to be worth while. If he has an air of being bored and acts as though nothing worth while was being accomplished, even if teachers and instructors were angels they would exhibit signs of a desire to withdraw from his presence. We have not yet seen a single institute program which was not overcrowded. Few of them provide time for fresh air, and none for sufficient discussion. The good institute is a conference with a competent leader. Its method is discussion. The pews speak as well as the pulpit. The lesson is discussed by the class. This means that the institute is a place for study. The teachers go to it to learn. Usually it is a place for listening or looking on. To listen and to look on for three days or more is unnatural and apt to be profitless. Superintendents who know how to teach will not arrange for educational sermons or vaudeville performances. What do you think of my idea? — do you do these things? — why do you not do them?, are the questions in the mind of the instructors; but the class is silent. We have little patience with those teachers who talk about the institute having survived its usefulness and urge that summer schools, or university extension lectures must be allowed to take its place. In place of surviving its usefulness it has not yet been really tried. What we have, usually, is a makeshift. Let the superintendent make it a place for discussion, a conference, a school, by studying the shortcomings of his teachers, making his plan of campaign a year beforehand and putting his teachers to work upon the lines along which improvement is needed, then let him find someone who can lead them in the consideration of these things, and give him time enough to get something more than applause out of them, and let us see whether ours is the only trade in which conferences are not neces-

sary and helpful. The summer school, good as it is, will not do this work. Extension courses do not try to do it. The farmers' institute does it for the farmer and though both short courses and extension lectures are given in agriculture, more, not fewer institutes, are asked for by them. More institutes of the right kind are just as clearly needed for the good of the schools.

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The Northern California Teachers' Association

The Northern California Teachers' Association offers a splendid illustration of the great value of teachers' gatherings. The membership of this Association comes largely from the eight or nine counties of the Sacramento Valley. Its first meeting was held in 1897 and its annual meetings since that time have been of tremendous influence in the educational expansion of that part of the State. The annual institutes of the counties whose teachers belong to this Association are usually arranged for the first three days of the week in which its meeting is held. Most who are able to do so, attend the County Institute and then go to the Association meeting. No better evidence of the high value which is placed upon these gatherings is needed than the fact that crowds of teachers, year after year, make considerable sacrifices to attend them. Their enthusiasm would rebuke the lukewarm attitude of the teachers in certain other sections of the State. It is a rule of the Trustees of one of the best High Schools in this section, that all the teachers employed by them shall attend the Summer School each year. These same High School teachers are among the most active members of both the County Institute and the Association meeting. Much attention and considerable money is spent upon the work of the Association. A leader is usually invited to come from the East to address its meetings. By this arrangement it has done much to bridge the distance between the educational centers on the Atlantic coast and the common schools of California. Its last program was made up from the two Universities and the Normal Schools of the State. The recent meeting at Woodland was in every way a success. It furnishes one more evidence of the growth of the professional spirit among the teachers of California.

University Extension

There are seventeen university extension centers in active operation in different parts of California. Most of them are now two years old, and bid fair to become permanent centers of instruction. Each one of them is doing regular work, which includes a course of twelve lectures by the instructor in charge, a class for discussion, and the study of a syllabus, and reference books by the members. Taking into account the small number of towns and the great distances which separate them, this is a splendid result to have achieved in two years. The credit for it is all due to the marked organizing ability and indefatigable work of the Director of the University Extension Department, Professor Henry Morse Stephens. So far as we can discover, this is the only department of the University which needs no appropriations, but pays for itself. Thousands of people are enrolled in it. One center alone has nearly fifteen hundred members. That seventeen different communities in a State, whose entire population is not as great as that of two or three of the leading cities of our country, have organized and maintain centers of higher learning, is a matter for State pride. It is conclusive proof of the interest which Californians take in education. By thus helping to bring education to the people in their homes, and making it for them a thing to be carried on through life, the University is performing a priceless service for the Commonwealth.

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California's Success at the St. Louis Exposition

The teachers, superintendents and pupils who were laboring so hard during 1903 to prepare exhibits for the Louisiana Purchase Exposition, will be delighted to learn that our educational display has won the grand prize, fifteen gold medals, twelve silver medals, and three bronze medals. When Governor Pardee received the dispatch he is said to have remarked that the awards gave evidence of remarkably sound judgment on the part of the committee. It impresses us in the same way.

Of course, Californians have become accustomed to capturing prizes at these expositions, and have come to expect them as a

matter of course, but to meet with such success in a field in which older communities might be expected to so greatly excel us, is certainly a cause for great satisfaction. We do not yet know what other States and counties got, but unless the awarding committee was recklessly lavish with gold medals, we must be pretty close to the head of the heap. It is certainly a remarkable showing for a State but little more than half a century old, and will not only be gratifying to the thousands who engaged in the preparation of the exhibit, and a source of pride to the State, but will do California much good with the multitude of intelligent people whose thoughts have been turned this way. It indicates that California is great, not only in area, in natural resources and products, in enterprise, in hospitality and in blowing its own trumpet, but in the devotion of its people to the sciences, the arts and the philosophies by which we learn and do and reason, and, above all, in the excellence of its common schools. Intelligent people are attracted to communities which give evidence of culture, and of interest and effectiveness in educational affairs.

Our two great Universities, with their multitude of students and great equipment, as well as the excellent work of the smaller colleges within their sphere, have established our standing beyond question. It is also true, although perhaps few Californians realize it, that our common country schools are about the best in the land. We doubt, taking the State through, whether any other State can equal them. Some of our city graded schools are equal to the best, but taking the State as a whole, there is no reason to suppose that we are better than others. In secondary education, until within the last few years, we have lagged far behind. There has, however, during the past decade, been a wonderful improvement, and it is doubtful whether anywhere interest is more lively and progress more rapid in secondary instruction than in California at the present time. It will be interesting to learn how many of these gold medals have been won for High School work.

It is no easy matter to collect, classify and arrange such masses of material gathered from so large an area as that of California, and for the success at St. Louis the State must be largely indebted to the labors of the committees having the matter in charge.—*San Francisco Chronicle.*

Twenty-First Biennial Report of the Superintendent of Public Instruction*

Another two years have come and gone since publication of statistics and other information by this department in reference to the public school system and the educational institutions of the State.

There are abundant reasons for congratulations to County and City School Superintendents, to the University Board of Regents, to the five Normal State Boards, to the great army of public school trustees, to parents and teachers, for the interest plainly manifest on every hand in the cause of public education.

The greatest work that schools and colleges can do is to arouse in individuals and communities right sentiments and create lasting noble impressions.

No system of education can supply brains. The best that it can hope to do is to create an atmosphere or environment which will conduce to the highest physical, intellectual and moral development.

Bismarck said, "Whatever you would have the State be, that put into the schools." California realizes the natural advantages bestowed upon her in genial climate, in fruitful soil, in favored situation, and her genius seeks to add to these the ideal citizen. She is naturally proud of her system of public schools, and is ever seeking ways and means to make them better. Whil realizing that the cause of public education costs her one half of all the revenues that are annually raised, she knows that without the benefits of education nothing else would be worth having.

State University

The University at Berkeley, with an enrollment of 2,500 students, heads the State educational system. A student here may find courses of study to prepare for every legitimate vocation of life, from blacksmith or gardener to that of President of the United States. The history, growth, and details of the present state of this institution are well stated in the Biennial Report, and you and the reader are referred to the same.

State Normal Schools

All the five State normal schools may be said to be in a most flourishing condition. Increased attendance, newly-awakened interest, stronger faculties, and a fuller appreciation by the people

*Extract from Biennial Report submitted to Hon. George C. Pardee, Governor of California.

of their products are well-known facts. The standards for admission and graduation have been perceptibly raised within the past two years. The teaching force has been strengthened by additions of special educationists and by the return of many members of the different faculties who have been away on leaves of absence for advanced study and observation. The product of our normal schools was never so highly appreciated as now, and the demand for normal-trained teachers exceeds the supply. The presidents of the five State normals report that they have calls for their teacher graduates which they are unable to heed. Certification on examination by County Boards of Education is rapidly becoming obsolete. For detailed information concerning cost of maintenance, number of students, number of graduates, and other matters, for each of the normal schools, I would refer you to Biennial Report.

I can not, however, close this topic without reference to the miserable quarters in which the San Francisco Normal is now located, and to urge that if the school is to be continued it is imperative that a decent building be erected at the earliest possible date. It is a disgrace for an institution recognized and supported by the State of California, designated a State normal school, to suffer teachers, students, and training-class children to occupy the dingy, dilapitated, and ancient rookeries, abandoned schoolrooms, in the vicinity of Clay and Powell streets, San Francisco, where they now daily congregate. A fine class of young ladies, enthusiastic to become the best of teachers, and an able corps of devoted educators are found in this school, and in spite of their miserable quarters good work and good results are obtained; but the State with, or, if it must be, without the help of San Francisco must at once procure a site and erect a commodious building for that State institution. I feel that it is my duty in my official position to urge that this is a matter which can not be neglected at the ensuing session of the State Legislation.

Joint Normal School Board

During the past two years a new departure in the proceedings and occupation of the time of the Joint Normal School Board meetings has been taken. Theretofore no definite work was ever laid out or planned before the day of meeting. The members came together and usually spent an hour or so discussing normal school laws, and adjourned. The State was charged liberally for long-distance travel and with hotel bills for a day or two.

The representatives of the different schools seemed not to favor discussion or consideration of common purposes and in instances gave the impression that they feared to let ther fellow

members know what they in their respective schools were doing.

The change in the law made by the Legislature of 1903 made the Governor and the Superintendent of Public Instruction full members of the joint board, and these two ex-officio members took the initiative in inaugurating a new departure by outlining a program for the first meeiing, held at San Diego in 1903, and again for the meeting held in San Francisco in 1904.

Pertinent normal school questions were proposed and various members of the board assigned to discuss them. Parts in these discussions were assigned chiefly to and williugly taken by the five Normal School Presidents, but several Normal School Trustees took active parts, a number of them reading carefully-prepared papers and others joining heartily in the discussions.

At the San Diego meeting sundry committees were appointed by the Governor to make reports on such matters as courses of study, text-books, standards of admission, kindergarten departments, and other matters, with the request to report at the next meeting. This next meeting was held in San Francisco, beginning April 8, 1904, and a most profitable session was held.

Some of the conclusions reached after spirited and able discussions were that emphasis should be placed on requirements for graduation from, rather than on admission to, normal schools; that the kindergarten departments in all, except the Los Angeles Normal, were without satisfactory results—expense too great and too few students—and that such departments be abolished in all the normals except at Los Angeles.

Committees on legislation, on program for 1905, and on other matters, were appointed, and the meeting closed after adopting resolutions to the effect that this was the most interesting and profitable meeting the Joint Normal School Board ever held. The Governor was given a vote of thanks for the interest he was manifesting in the cause of education in general and in the work of the normal schools in particular.

California Polytechnic School at San Luis Obispo

The press in a few sections of the State has, during the past year, indulged in some pretty harsh criticism of this new State educational institution, and the criticism, I think, may properly be regarded as premature. The institution has hardly had a fair trial. It was only on September 15, 1803, that the buildings were opened for the admission of students. That there is need

of such institution as this school from its inception has intended to supply, no one can deny. Its aim has been to afford education essential to those engaged in the pursuits of rural life and to the mechanic and the home maker. The question so far involved is, will those for whom such education is intended accept and appreciate it? Long has it been too common a notion that education is not needed for the farmer or mechanic; that the business of education is to prepare to get away from these common occupations of life. The Director reports that the outlook for the second year of the institution is far more encouraging than was the first; that greatly increased attendance is assured, and that local enthusiasm for the school has recently been aroused. For full information on this State institution, as to cost of buildings, annual maintenance, students, courses of study, and other matters, attention is directed to the report of Director Leroy Anderson.

Primary and Grammar Schools

The chief portion of the statistics herewith presented relates to the elementary schools which comprise the kindergarten classes and primary and grammar schools, and toward the support of which the general State school fund is exclusively devoted. It has been well told that our primary schools are the incubators of American citizenship and that our grammar schools are the bulwarks against ignorance. The great majority of the children of the State, more than ninety per cent of them, reach no other grade of schools. Need of their efficiency, therefore, is apparent for the general welfare. The education to be supplied in these elementary schools is to be measured and judged chiefly by the ability and character of the great army of teachers that are conducting them, and such teachers may in large degree be measured by the salaries which they are willing to accept.

Salaries of Teachers

It has been demonstrated beyond question that within the last five years the cost of living has been increased from fifteen to forty per cent. Teachers' wages, however, depending upon the amount of public school funds (which have not been perceptibly increased in that time), have remained the same. The result is that many of the most business-like, wide-awake teachers, particularly men teachers, have been drawn into other vocations because of better pay. The situation in this State, as it is likewise

in other States, is that the very best teachers are dropping out of the ranks and new untried or superannuated teachers are taking their places.

We are confronted with "a condition and not a theory," and the need is more money with which to pay teachers better wages in order to retain and attract the very best talent.

For over forty years the annual State school tax has been such a rate on the taxable property of the State as has raised a sum equal to $7 per census child as shown by the last preceding school census. This is the chief source of revenue for payment of teachers' salaries. As the school population has increased this constant figure ($7) has produced an annually increased State school fund, but when cost of living has so suddenly advanced, and the need of better pay so apparent, the question seems pertinent and timely, should not the school fund also be raised? There may be, there probably is, room for improvement in the manner of distributing the funds which are now already provided for, for there are some manifest inequalities and inconsistencies. I doubt, however, if under existing regulations for assessments, valuations, and taxation applicable to the fifty-seven counties of the State, the most expert life insurance actuary could devise a perfect or entirely satisfactory plan of distributing school revenues. I have given this matter considerable study, and beyond a few conclusions touching one or two points for change—and these I deem unnecessary to mention herein—I am unable to improve greatly on existing methods. The California system of raising and distributing school revenues has been pronounced by experts among the best of all the States. On comparison of receipts and of rates for the different counties and of same for different cities and districts in a given county, I admit that the discrepancies are glaring, but there is no locality that will admit that it is getting too much school money. So the thought of taking from those which are apparently receiving more than their share and giving to those receiving less, does not promise a satisfactory solution. Since the foundation of the earth the Lord "sendeth rain on the just and on the unjust." I am persuaded that the problem of school revenue and distribution is like other problems of taxation that Henry George and others spent a lifetime upon without success in trying equitably to solve, and I decide that for the schools of California more money is what is chiefly needed and that it is my official duty to recommend that the State tax be increased so as to give $9 instead of $7 per census child. The counties which are not alread paying the limit of fifty cents on the hundred dollars county school tax may properly be required to raise in addition to the State fund a

minimum of $8 per census child. No argument is needed to show that education pays at any cost however great.

Knowing full well the profound interest that you, as Governor of the State have at all times during your administration manifested in these questions of public school revenues, I pledge my hearty cooperation and assistance in seeking to devise plans for the more equitable distribution of funds. I promise to give further thoughtful consideration to methods of apportionment, in the hope that by the opening of the ensuing session of the State Legislature some definite changes in existing laws and rules for distributing school funds may be recommended, to the end that the present inequalities may be reduced to a minimum.

High Schools

Rapid strides have been taken in the interest of secondary education within the past two years. The Constitution has been amended by popular vote so as to incorporate high schools into the State school system, and in pursuance of such amendment the Legislature of 1903 enacted a law creating a fund for the benefit and support of high schools. An ad valorem rate of one and a half cents on the one hundred dollars of all assessed property in the State is annually levied for this purpose. This law has been applied and the fund raised but once—that for the school year 1903–04. It has been levied and will be raised for the year 1904–05.

I think it safe to say that no school law of recent years has been more highly appreciated than this. It has helped struggling country high schools where some of the very best secondary school work is being done. As is in the case of certain elementary schools, some high schools have been given aid when they could well have gotten along without it. The terms of this Act in reference to revenue are similar to the Act creating a fund for the benefit and support of the University of California. It was copied after the university Act, and there is no truth in statements to the effect that it is inoperative. Beginning with the school year 1906, the provision for a level rate of one and a half cents on the one hundred dollars changes to $15 per child in average daily attendance in the high schools. It remains to be seen just what difference as to revenue this will make. Some modifications of the Act as to terms of admission of students, inspection by University, etc., may in the near future be deemed desirable, but for the present I recommend no change until the law has had further trial. For number of high schools, their cost, enrollment, teachers, and other items, you are referred to the reports given under the heading, "High Schools."

Orphanages

The greatly increased duties of the Superintendent of Public Instruction, owing to the growth of the schools, the addition of sundry State educational institutions, and the new services demanded by law of the Superintendent, render me unable to give that attention and inspection to orphan schools that I would have liked or that may have been expected of me. I have visited all or nearly all of those that receive State aid during the past two years, but my visits were of necessity brief. I can recall no-orphanage visited wherein there was not manifest sympathy and due consideration for the unfortunate children by those in charge. Cleanliness, order, respect for elders, politeness, and other simple but cardinal virtues were so generally observed that on these visits I have been impressed with the idea that some teachers in regular schools might well emulate the example set by these supervisors of orphans. The impression was sufficient to emphasize the fact that the training of the children consists of something more than hearing and assigning book lessons. The orphan teachers and directors seem to have the idea that their work is mainly morals and manners, and I credit them with much success. Space forbids my mentioning in detail the thirty or more orphan homes in which the State is taking an interest to the extent in money of $75 annually for every half-orphan and $100 for every whole orphan.

The Deaf and the Blind

The principal or manager of the State institution located at Berkeley for the care and instruction of the deaf and the blind has upon request submitted his report and the same has been embodied in this biennial report, and it is with much satisfaction that I make reference to the same.

In this connection it may not be considered improper, but a matter of importance, to say that several cities, notably San Francisco, Los Angeles, Oakland, Sacramento, and Fresno, have under the law passed by the Legislature of 1903 established classes for oral training and instruction of the deaf, and results have been highly gratifying. As a part of public school work it is yet an experiment in this State; but from what has been already accomplished here, and from reports of success in other States, we may reasonably expect substantial progress in dealing with this class of unfortunate children. There need be no conflict, as I view the matter, between the servants of the State in this cause in the public schools and those of the institution at Berkeley. There are, as I understand, only certain deaf children, not all, that are capable of making much if any progress in oral speech; these only can be trained and educated in the public schools. For all

such sympathy must impel us to give them every possible opportunity to remain at home in company with brothers and sisters to receive their education.

State Text-Books

Under this head I need say but little to the Governor, as he is by virtue of office a member of the State Text-Book Committee, and the secretary of said committee has made a very full report, and for the benefit of the general public it is embodied in this report.

Suffice it to say that new and up-to-date school text-books are rapidly being published by the State and at prices which will compare most favorably with those of Eastern publishing houses for similar texts. Our great objection urged against State publication has been the greater cost, but this seems not to hold, for after paying royalty for plates and copyright, the same matter under present law and methods is turned out at the State Printing Office at less figure than the Eastern wholesale price.

I am pleased to say that the schools and the people generally appear to have become reconciled to State text-books. This is evidenced by the unprecedented demand for such books at the opening of the current school year. So great has been the demand that the printing office, with every workman that could be employed working nights as well as days, has not been able to fill orders on time. This condition has existed for the months of July, August, and September of the present year, thus precluding attention to new texts and also preventing the publication of the Introductory History, which was about ready for press when the rush began.

New texts in all the several subjects required to be taught in primary and grammar schools will, under the law of 1903, be provided just as rapidly as the work can be done consistent with due care and the Text Book Committee's best judgment, all subject to the approval of the State Board of Education.

In passing, I desire thus publicly to express my appreciation to Hon. W. W Shannon, Superintendent of State Printing, and his office force for the hearty co-operation with this Department in the publication and distribution of State school text-books.

Biennial Convention of County and City Superintendents of Schools of California

The Biennial Convention of County and City Superintendents of Schools of the State of California was held at Santa Barbara, Cal., May 10, 11, and 12, 1904. The law authorizing such convention is found in Section 1533 of the Political Code. The

meeting were held at Hotel Potter. In point of numbers it was the largest convention of Superintendents ever held; fifty-three out of fifty seven County Superintendents and seventeen City Superintendents and several supervising principals were in attendance. The following are some of the topics discussed:

"The School Superintendent on an official visit."

"Teachers' Salaries: Why should they be increased?"

"What, if any, practical method of changing manner of payment of teachers' salaries by rewarding experience?"

"By what means shall increase of school revenues be secured?"

"The Act creating a fund for the benefit and support of high schools, after a year's trial."

"How may we abridge with safety the present manner of drawing trustees' orders, superintendent's requisitions, and auditor's warrants."

"The Act to enforce the educational rights of children (compulsory school attendance), after a year's trial."

"How may the demand for more technical training be met by the public schools?"

The law providing for union school districts, results since adoption, future promise."

"Teachers' Institutes: Should they be abolished? If abolished, what substitute, if any, may be asked for?"

"If not abolished, how can Institutes be improved?"

The followiug are some of the resolutions adopted by the Superintendents:

School Revenues

1. That there be no change relating to local or district taxation; that the State school tax be fixed on the basis of $9 per census child; that the county school tax be fixed on the basis of $7 per census child; provided, that the county school tax shall not exceed fifty cents on each one hundred dollars of valuation on the assessment roll.

2. That the provision for $400 districts be dropped from the law; that the minimum amount of money apportioned for each teacher be raised to at least $600; that no school receive less than $700; provided, additional revenues be provided for such increase; that the census apportionment be based on sixty census children instead of on seventy; that a committee of five be appointed to determine the details of the apportionment of school funds.

3. That in addition to the State school fund, at least sixty per cent. of the county school fund be expended for teachers' salaries only.

Printing Appropriation for State Superintendent

WHEREAS, Owing to the limited appropriation for printing for the office of the State Superintendent of Public Instruction, many blanks necessary for the schools can not be and are not furnished to the different counties; and,

WHEREAS, The said blanks are indispensable and are printed by the different counties and at a much greater cost to the taxpayers than when furnished by the State Superintendent's office; therefore, be it

Resolved, That we favor an adequate approporiation by the State for the printing necessary for preparing ann supplying all necessary school blanks, blank-books, etc.

State Educational Journal

Last but not least in importance among the educational agencies in this State is the designated official journal of the Department of Education. The law provides that the State Board of Education shall designate such a journal, and such action was last taken by the State Board about seven years ago, since which time the Western Journal of Education, edited by Mr. Harr Wagner and published in San Francisco, has been the official organ.

The cost to every school district is $1.50 per year, one half payable semi-annually, and I do not hesitate to express my unqualified opinion that the schools made no better investment for like amount of library funds. Upon invitation and request of the editor, the State Board of Education a year ago appointed an advisory board of five members, three of whom are Normal School Presidents and members of the State Board of Education. This board has worked in entire harmony with the editor and a greatly improved journal has been the result.

The freshest and best educational thought of the day is monthly presented. Strong papers on live educational topics by leading educators, proceedings of the State Board of Education, of the State Text-Book Committee, and of other educational bodies, are published.

This office has found the journal a ready and willing means of conveying to school officials and teachers important bulletins and reports when no other means of publishing or sending them out were at command.

Owing to criticism in the past of what has sometimes been denominated the "Subsidized Educational Journal," I am impelled from what I feel to be a sense of justice to make the foregoing statements. I repeat that I believe the cause of education throughout the State is getting the fullest value for the $1.50 per district school which is annually being paid for this journal.

Lack of Adequate Funds for Postage, Expressage, Telegraphing, Telephoning, and Printing

Modesty almost forbids my allusion to a matter so personal, and yet it is purely in an official sense that I call attention to the fact that the appropriations to this office by the Legislature from session to session remain about the same as they were fifteen years ago, when there were not more than half the number of State educational institutions and schools that now exist and with which the State Superintendent is in almost daily communication. Besides the increase in schools and State educational institutions, there are new and greater demands upon the clerical force of the office, necessitating greatly increased correspondence by mail, telegraph, and telephone.

Owing to the increase in the demands for school registers, school laws, and blanks of every kind, the appropriation for printing has not been sufficient to meet the demands of this office. Twelve thousand school registers and twenty thousand school laws, to say nothing of the biennial report of this office, almost exhaust the appropriation. Many blanks, etc., that I could not make owing to lack of funds, have been demanded, and which under the law it is my duty to furnish.

Up to this time the postage, expressage, telegraphing, printing, etc., to be met in vastly increased measure by the Superintendent as secretary of the State Board of Education have had to be met from his meager allowance. The consequence has been that with the most rigid economy, amounting to almost stinginess, a deficit in the matter of postage, expressage, telegraphing, and printing can not be avoided for the current fiscal year.

I, therefore, most respectfully but earnestly ask in behalf of the interests which this office is required to serve that the next appropriation for the foregoing purposes be greatly increased. I do not deem it necessary to name figures at this time, for they are known or may become readily known to yourself or to any legislator, and I indulge the hope that the Ways and Means and the Finance committees of the coming Legislature may not overlooks this, an all important matter to this office.

Having thus briefly touched the subjects that it is incumbent upon me as Superintendent of Public Instruction in more or less degree to oversee, I would again refer you to the various reports herein embodied, and subscribe myself,

Your most obedient servant,

THOMAS J. KIRK,
Superintendent of Public Instruction.

Science in the Francis W. Parker School*

WILLIARD S. BASS, FRANCIS W. PARKER SCHOOL, CHICAGO, ILL.

It will help us in our discussion if we distinguish two phases of science-teaching. Science is organized knowledge, and the two phases to be distinguished are (1) gaining the knowledge and (2) organizing it.

The presence of the latter phase as a conscious motive of teacher and pupil distinguishes the work of the secondary from that of the elementary school. The latter is "science," in the exact and restricted sense of the term; the former we will call "nature-study," including under that term a study of both animate and inanimate things.

It is the purpose of this paper to discuss the point of view, methods, and values of the science-teaching in our school, and to show the relations of nature-study to systematic science, and of both to mathematics.

"Nature study," says Hodge,[1] "is learning those things in nature which are best worth knowing, to the end of doing those things which make life most worth living." To the end of the study is thus *action* — doing things. But what are the things the doing of which makes the pupil's life now and in the future most worth living, and what are the things which are therefore best worth knowing? "They are indicated in a fundamental way by the relations which the human race has found it necessary and valuable to develop with nature"— relations which have existed from prehistoric times, and which will persist through every advance of civilization.

These relations are mainly with *living* things — animals and plants. Upon plant and animal life primitive man depended entirely for his food, his clothing, and, excepting the cave-dweller, for his shelter. Our modern civilization has not altered this fundamental dependence. We, too, go to plants and animals for our food and clothing, while the forest still furnishes most of our shelter. The chief difference between us and primitive man is the way in which these necessaries are secured. The primitive man who sought refuge from large animals by climbing trees and hiding in caves, who obtained his vegetables direct from nature's bounty, and his flesh by preying upon small animals, offers a profound contrast to the modern dweller in cities, to whom wild animals are unknown,

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[1] C. F. Hodge, *Nature Study and Life* (Boston: Ginn & Co.), p. 1. The writer wishes to acknowledge with gratitude the influence which Dr. Hodge's teaching and book have had upon his own views of nature-study.

*Reprinted from the *Elementary School Teacher*.

whose food grows hundreds and even thousands of miles from his table, and whose clothing comes to his hand ready-to-wear.

Let us look for a moment at the steps by which man has advanced from his former simple and immediate relations with nature to his present complicated and remote ones. This progress has been due to a better control of the animate and inanimate forces of nature, and gaining this control has been and is the nature-study of the race.

The first step in this long series was the *subjugation of animals,* which victory left man no longer the prey of the cave bear and tiger, but their pursuer and hunter, and insured his continued existence. Even now, however, the conquest of animals is far from complete. Insects still destroy the crops of whole countries; vermin still annoy us; microbes still destroy thousands of lives.[2]

The next step was the *domestication of animals.* After man's existence was secure, he came to recognize that some animals could be made his friends and helpers instead of remaining enemies.

The first animal tamed was the dog, which is still the idol of the child's heart. Then came, also before the dawn of authentic history, domestication of the horse, sheep, goat, horned cattle, and most of our domestic birds; and it is self-evident that the family or tribe which first developed patience and intelligence to tame and utilize animal helpers must have rapidly outstripped all rivals in the race for life.

The next, and possibly a greater advance of the race, was the *cultivation of plants.*

This has constituted the largest factor in the transition of tribes from wandering nomads to stable, populous, civilized communities. In the stability of landlord we have the beginning of home as distinguished from the casual camping ground; and with the founding of homes came commerce and arts, literatures and sciences as well.

While man has been developing by the subjugation and domestication of animals, and the cultivation of plants, he has also been concerned with inanimate things. Ever since he began to earn his bread by the sweat of his brow, he has needed and used tools. In fact, we may say that his entire progress has been possible only by the aid of implements. A step in advance far greater than the invention of tools was made when man seized the forces of nature and compelled them to do his bidding. The harnessing of nature's inanimate forces is the last step in the nature-study of the race, and, in fact, reached its height only in the inventions of the nineteenth century.

There can be no doubt that in broad lines the development of the individual follows that of the race, and that the active doing things with nature which has been the chief means of advancing the

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[2] This and the two following paragraphs are condensed from Hodge. His chapter on "The Point of View" is a masterful argument for the predominance of the biological matter in nature-study.

race will prove most helpful to the child. To place the child in the conditions which have caused the race to advance, we must give him an oportunity for action which seems of real value to him and worth his greatest effort. That these conditions are normal to the child and most favorable for his growth is shown by his own natural instincts and spontaneous activities — his love of pets, his desire for flowers, his joy at seeing plants grow, his eagerness to handle things and to make them go. These instincts are toward active relationship with things, and not toward passive contemplation. The child wants to play with his dog, and does not care at all whether Towser has three or five toes on a foot. He wants his garden to grow so that he may eat its products, and he cares little for the number of seed leaves on his beans and corn. A wide range of active first-hand contact with nature is the normal condition for the development of the child, as it has been the chief means in the progress of the race, "and to substitute for this contact the study of pictures, museum specimens, or caged animals is to miss the substance for the shadow."

We have tried to follow these principles in the selection of our work in nature-study. We have sought to make the work active, to have it of practical importance, and to bring the children into direct contact with nature. In the lower grades the attention is directed mainly to the study of living hings and the use of tools, while in the upper grades the study of natural forces is gradually introduced.

The establishment of relations with animals begins in the kindergarten. The school cat and her kittens are wonderfully interesting to these little people. I am not certain that they know how many ears or how many tails she has, but pussy always received a joyous welcome from them. The upper grades, too, have a warm feeling for her, and anyone who watches the face of a sixth-grade child playing with the cat at recess will conclude that the animal has its function in a school. The first grade has had the care of a guinea pig for several months, and I never see a more happy or more eagerly busy crowd of children than when I watch these first-graders cleaning this animal's house in the morning and getting him ready for the day. Now, the care of him during the school day even does not suffice them, but the children must take turns in carrying him to their homes after school. The third grade has had an aquarium of turtles in the room through the year, and other aquaria have been in various rooms. Just now there is a great deal of interest in the development of a lot of tadpoles.

By far the greatest success with animals is with our bees. Our other animals are obliged to live in artificial surroundings and to lead lives more or less foreign to their natures. The bees, however, have a regulation hive, go out of doors to gather honey or pollen as they desire, build their combs, and rear their young in their own

fashion — all exactly as if their only function in life were to make money for some hard-headed farmer. The only differences between their present life and what it would be if the farmer owned them are that they must travel some eight inches through a glass-topped tunnel to gain access to the open air, and that we can remove the wooden sides from their hive and look through glass at the walls of their city and the manifold activity there. The hive is in the kindergarten room, and to the kindergarten children the bees are a never-ending source of wonder. The little people stand by the hour and watch the bees coming into the hive, and count those carrying pollen until they get to a hundred. Sometimes one child counts the bees with yellow pollen, while another takes those with red, and a third those with brown. The older grades also watch the hive with interest and have observed the laying of the eggs, the growth of the larva, the sealing up of the cells and distinguishing characteristics of worker and drone cells, the emergence of the young bee, and have made some study of the structure of the insect.

It is only a short step from getting acquainted with our domestic animals to the study of those which we meet in our garden and which affect our crops for good or ill. We have met thus far the earthworm, the groundbeetle, the cabbage worm, and the potato beetle. The latter two have not yet appeared this year, but probably they will not forget us. The young children always seem to think that earthworms eat the roots of plants, so when the kindergarten child first sees an earthworm he proceeds at once to cut him in two with his hoe. To convince the child of his mistaken opinion, it is only necessary to place a few earthworms in a jar of white sand, on the top of which is placed a little black earth, or, better still, leaves of various plants. A surprising increase in the quantity of black earth will occur within a few weeks; and if this experiment is accompanied by one to show the importance of black earth to plants, the child will not again deliberately cut earthworms in two. Experiments of this sort are now being carried on in the kindergarten, the second and fourth grades.

In the study of the cabbage worm and potato beetle the first point to be considered is how our crops can be protected from their ravages. In order to do this most effectively, we are led to the study of the life-history of the insect to learn from what place he makes his appearance and at what point we can attack him most successfully. While the study of the life-history is begun from this utilitarian motive, it is soon pursued for its own sake. The cabbage worm seems an unpromising field for anything interesting, but when we watch its rapid growth, its formation of a cocoon, and its emergence as a white moth which immediately proceeds to lay more eggs, we have an example of the life-history of all insects — one of nature's deepest marvels.

Besides the insects, we have found this year in the garden two toads. These were captured, brought in, looked at, and their food was discussed. Then they were put into the garden and a board placed for them to live under, in the hope that they would stay there and devour insects. I am sorry to say that the inducements offered were not sufficient, and that they have apparently forsaken us.

Besides domestic animals and those found in the garden, the child is also interested in the wild life around him. The latter does not touch him so closely, but it appeals far more to his imagination and sense of the beautiful. Our aims in its study are to have the pupil realize in the life of the wild creature something akin to his own, and to find the part the creature plays in the economy of nature. For both these purposes we study the habits, food, and life-history of the animal. In knowing these facts we become acquainted and even friends with him. With this study a certain amount of naming and learning to recognize is essential. We try to do these things in ways which permit initiative on the part of the children and give as full play as possible to their powers. Cages have been made in which insects can be raised and their development watched. For preserving collections we have adopted a device[3] adapted especially for life-history collections. It consists of two plates of glass kept apart by a wooden rim; the specimens to be mounted are glued to one of the glasses,[4] and the whole is fastened together with passe-partout paper.

In attempting to reproduce in school those relations with plants which have aided the civilization of the race, we have had two places to work, the school grounds and the garden.

The object of the work on the grounds is to make the surroundings of the school as beautiful as possible. The raking and seeding of the lawn which have to be done every spring, and the spading and manuring the soil around the hedges, have been done by the older pupils. Every spring we have had a formal planting. The work which any pupil does on these occasions amounts to little, but in calling his attention to the desirability of having beautiful surroundings and in cultivating his æsthetic emotions we think it well worth while.

The garden is managed with an entirely different object — namely, to bring every child into close contact with the soil and have him learn the value of his own efforts in making things grow. We have tried to give to every child below the eighth grade some piece of ground which should be entirely his for this summer. He has chosen what he wanted to plant, has himself done the entire work

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[3] See HODGE, p. 53.

[4] A little glycerin in LePage's glue will make it stick to the glass.

of planting, will have the entire care of it during school, and will get all the products to dispose of as he likes. By this means he reaps the result of his own labors as directly and immediately as if he were making something in wood; only in this case his product depends not upon his own efforts alone, but also upon the closeness with which he makes them conform to the laws of nature.

Besides these individual beds, each grade has a large bed of some product upon which the class works together. The object of these class beds is, first, to furnish an illustration of the growth of the staple products of the country; second, to make experiments in their cultivation. The planting is generally preceded by some study of the best method to use. A careful record is made of what is done and the results obtained in the fall are noted and recorded. Sometimes two ways of doing a thing are tried and their results compared. We hope that the records thus made will prove of value to future classes in showing the best procedure for our particular soil.

We use all or most of the products of these beds in our school work. Last year, for instance, the third grade grew tomatoes, and in the fall made them into pickles. The kindergarten grew popcorn, which was used at Christmas. The fifth grade grew flax, which they rotted and hackled and prepared for spinning. It had got too brittle, however, to be spun, probably because it was too old when cut. They have another bed of it this year. The sixth grade grew sugar beets, and tried to extract and refine the sugar. Now, the extraction of sugar from sugar beets is a matter of some difficulty. Slicing the beets, soaking in water, and boiling down is easy enough, thus making a molasses, sweet but black and ill-smelling, and tasting disagreeably of the beet. For two years we have experimented in getting rid of these undesirable qualities. We have not succeeded yet, but our hopes were never higher. This year we have planted more sugar beets than ever before, and while we are not taking orders for sugar, we expect to obtain some which will be edible, if not marketable.

This year we are attempting to develop the economic importance of agricultural work, by keeping a careful record of the cost of the garden and the value of its products. The cost of manure, plowing, and other labor is divided among the different beds. Each grade keeps the record of the cost of the seeds, fertilizer, etc., used on its own beds. In the fall it will reckon the market value of the crop, and compute the profit or loss. In some grades this will be carried farther to find how much would have been made upon an acre of ground under the same conditions. The yield of our crops per acre will be computed and compared with the average yield in Illinois and other States. By this means we shall have an opportunity to compare our work and soil with that of the average farmer, and

to see if we ought not to do better; and also it will enable us to realize how hard the farmer has to work for his product, and something of his importance to the community.

This spring we have started a new experiment by planting seeds of trees. We desire in this way to get the children acquainted with seeds and seedlings, to have them get over the feeling that there is something more mysterious about the appearance of trees than other plants, and to learn a lesson in patience. We hope that the patience will be rewarded, and that in four or five years we may see the blossoms on our own peach trees, and a little later on our pear, plum, cherry, and apple trees as well. The care of the trees, the budding, grafting, the digging of borers, and the keeping off of other insects, will furnish enough to do and enough to learn amply to justify the planting of the seeds.

I might at this point speak of some limitations of our school work in these lines. The children are absent in the summer — the time when the garden is at its height, when the labor is most exacting and the returns most abundant. The work is also limited by the smallness of the plots which can be assigned to each pupil. A four-foot square is the largest given any child. This is too small for him to really work on. As an object-lesson it is of the greatest value; but it is, after all, only an object-lesson, a model of a garden, an illustration of a farm; and models, object lessons, and illustrations can never take the place of the real things. The same is true even to a greater extent of our animals. A school cat and guinea pig are good things, but one cat for two hundred children does not give a sense of ownership nor a feeling of responsibility for its care; and one guinea pig can hardly establish with eighteen children those relations of mutual aid and dependence which have been the main channels by which the domestication of animals has contributed toward civilization.

The difficulty would not be helped much by a multiplication of cats or guinea pigs in school, and an increase in the size of the garden, while desirable, is impossible. We must look to other sources than the school for the establishment of these personal active relations with plants and animals which are of too much educational importance to the child to be omitted from his life. The country home is the natural and most effective place for the establishment of these relations; and though the city home offers much less chance for such work, yet there are few houses which do not possess some square feet of back yard that would look better for the planting of vines or flowers, or could be made to produce a few vegetables. It is a pity when any of these oportunities for the children are not utilized.

The great problem of a garden is, after all, how to make the plants grow, and a child working in a garden is sure in a little

while to be seeking for things to help his plants. The main factors which influence the growth of plants are soil, moisture, temperature, and light. The finding out of the influence of these factors upon the plants, and the discovery of methods by which they can be controlled for the best growth of the plant, start several lines of inquiry. Some of these open up topics of importance enough to be carried farther than the immediate needs of the garden demand. Some examples of this are given below.

The second grade performs experiments in growing things in different kinds of soil—sand, clay, loam, etc.; and the fourth grade carries the experiment farther and studies the effect of a particular kind of soil occurring over a large area.

The weather conditions of sunshine, rainfall, wind, and temperature are recorded in the lower grades. The effect of the weather upon the garden is, however, only one of the reasons for doing this kind of work. The immediate effects of its changes upon the pupil and upon vegetation and animal life at large are other potent reasons. Several forms of weather records are kept in the lower grades, and a set of monthly landscapes is painted by some grades which strikingly shows the effect of seasonal changes. This work is extended in the fifth grade to a study of the climate of Chicago. In the sixth it is made the point of departure for a study of annual changes, especially of temperature, in which study the change in the sun's slant is shown to be the cause of summer and winter. In the seventh grade there is a study of climatic conditions all over the earth, in which the causes of climatic differences are discussed. This work is greatly helped by the fact that the pupils come to it with some idea of the meaning of statistics—such as thirty inches of rainfall in a year, and a mean monthly temperature of 20 or 65 — and are able to use the meaning of these figures in imaging the conditions of other places.

Finally, the direct effects of different heat, moisture, and light conditions upon the plant are observed. These observations and accompanying experiments are, of course, only of the most obvious kind at first, such as growing plants in windows where the light comes from one side, or growing them in the dark. Later comes the observation of characteristics of plants which naturally grow in different conditions—in swamps, prairie, ravine, sand dunes, etc. Lastly, the pupil tries to find out precisely the effect of water and light upon a plant, by a series of experiments in plant psychology in the seventh grade.

Cooking is a form of activity with natural products, we may say of nature-study, which has existed from the dawn of history. It furnishes an admirable and logflical supplement to the work in the garden, and it is also a point of departure for a great many experiments which are more purely scientific; *e. g.*, the effect of

acids upon carbonates, the growth of yeast and its products, tests and characteristics of various food principles, and the effect of heat upon them. These are not, however, the chief reasons for teaching cooking. The chief reason is that it answers our original requirement of nature-study; for is it not one of the things the doing of which makes life most worth living?

Many of you will agree with me that hand-work is the most efficient means which could be devised for enabling the children to gain control of the inanimate forces of nature. It is thus repeating the last step in the nature-study of the race, and its influence must be included in considering the science work of the school.

(*To be concluded.*)

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Getting the Right Start

You may not agree with me but I believe that here lies the secret of a child's progress in school. Getting the right start builds the foundation on which rests the child's entire education, for it is here that he take a like or a dislike to school. Now, how is he to get the right start? In the few months of teaching I have had some experience in giving little ones a start and have tried to the best of my ability to give them the right start.

First of all, know the child and have him know you, by gaining his confidence. When a child enters school for the first time, he naturally feels shy and timid. Try to overocme this at once by not noticing him in particular but all the time making him feel that you are his friend. After he has become somewhat used to the ways of school, I call him to my desk and we have a talk about his new book, the pictures in it, etc. This puts him more at his ease and he begins to take an interest. I ask him to describe some animal with which I know he is familiar. If he does not answer readily I ply him with questions which are as far away from the object as possible. This seems to arouse him to speech as nothing else will. Once I asked a small boy to describe a cat. Not answering readily, I asked if a cat had feathers and it was surprising to see the change that came over his countenance when he answered and said, "No, a cat is covered with fur, has four feet and a long tail." Now he forgot his shyness and was soon lost to himself in describing the cat.

Bring out a child's individuality, do not crush it, but encourage him to express his ideas even if they do not quite agree with yours. It enables him to master language, increase his vocabulary, and

more than all to master himself. It also teaches him to use his own brains and not someone's else.

Teach the child how to study. Give him a thorough understanding of what he is to do and why it is to be done so. Do not tell him to look on page 22, and he will find that 2 x2 are four but help him to know why it is four. Do not discourage him by giving too long lessons, but make them so that he can get them well. Require obedience, and do not nag, but know which way is right and then go ahead. By continual nagging and fault-finding the child gets the impression that he is always doing something wrong no matter how hard he tries to do right. Teach him to be observant by having him notice the common every-day things of life, and each morning have him tell you of something he has noticed that he did not know before. For instance, how the maple forms its leaf, its blossom and finally its seed; how the swallow builds her nest; how the ant gathers her food. Never allow cruelty to be shown in any way, but teach him to be a protector of helpless creatures that they may live to make this world happier. Teach him to be gentle in manner and considerate of others. Illustrate to him the advantages the kind, gentle, unselfish boy has over the rude, saucy, uncouth fellow. Give him examples of honest, upright men and women whom the world is proud to know, and always be an example for your pupil. Teach him to be punctual, not always a little behind, but in his place when the bell rings. If allowed to come in just a little after noon, and little after 9, the habit soon grows and he will find in after life that he will always be a little bit too slow for all good things of this life and that some one will always be ahead of him.

Try to be cheerful. Do not bring your outside troubles into the school-room, and forget the troubles of the previous day. Begin each day as if were the best day in all the year. Teach the child to be cheerful by being so yourself.

Coming back to the lessons, I would say first, give the child a clear conception of what he is to do. In arithmetic, drill continually on the fundamental parts, such as: adding, subtracting, dividing, and multiplying. Too often these are slighted in a child's first few years of schooling and he finds to his sorrow in after years how very essential they are.

In grammar, I have a thorough drill on the misused words, such as: — is, are, was, were, has, have, etc.; how to punctuate, capitalize, and how to arrange words into sentences. Require neatness in all things. In spelling I have my pupils learn the pronunciation of words, their meaning, and have found it a great help to write the words in large letters upon the blackboard. This enables the child to form a mental picture of the word. If children depend upon sounds they are apt to get them confused. In reading culti-

vate the voice. Have the child understand the piece he is going to read and have him form a mental picture of it. By so doing he can not help but give life and emphasis to his reading. Insist on his reading aloud at home, as this gives strength to his voice and gives him confidence in himself.

In conclusion, I would say to the parents, give your child the right start at home, thus helping the teacher to give him the right start at school. By parent and teacher working together the child cannot help but get the right start and the world will be better for having known him.

RUTH P. JACKS,
Quincy, Plumas Couny, Cal.

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Bad School Legislation

It would seem from the amendments to the city charter which the Board of Education of San Francisco is proposing that its members have been greatly handicapped in caring for the schools of the city. Their petition requesting the Supervisors to allow the people to vote upon the enlargement of their powers is a queer document in many ways. It includes at least eleven separate and distinct provisions. Yet the request is made that it be submitted to the voters as a single amendment. This we should regard as a calamity, for some of the proposed changes are very good and some of them are very bad, while some of them seem to be of no importance whatever. The Board of Education is authorized by the charter to establish and maintain primary and grammar schools. The charter further declares that the Board may maintain evening, deportment, technical, cosmopolitan, high and Normal schools. What deportment and cosmopolitan schools are, is to be sure a little doubtful, but as long as this passage of the charter is in force there is little direct reason for amending it to permit the Board to establish and conduct "elementary schools, kindergartens, manual training schools, trade schools, truant schools, parental schools, evening schools and vacation schools." If kindergartens and vacation schools are wanted the amendment should state that fact plainly. To include the others is unnecessary and confusing. In addition permission is requested to maintain free lectures, play grounds, separate schools for Chinese and Japanese children, to provide a pension fund for teachers, fire escapes, an alarm system and sanitary appliances for every school building. Most of these things are already provided for in the charter.

Concerning kindergartens, play grounds, free lectures and vacation schools, there cannot be much difference of opinion. They

are all good. We should like to see them grow up slowly enough to get a permanent place in the system, and we should like to have a chance to vote upon them, one by one. This method of bringing them all into existence at one bound is rather terrifying. We fear indeed that railroading them through indicates too great solicitude for them. The proposal to create a pension fund for teachers is worthy of a separate place on the ticket. If it were submitted by itself it would undoubtedly pass, and it should. The creation of separate schools for some of the children who are growing up in California has hitherto been unnecessary and is a dangerous and thoroughly un-American proceeding. The common schools are the best means we possess for assimilating the foreigner. Unless the race question is to be deliberately nurtured the common schools must remain open to all the children as they are today. No better device could be created for fomenting race hatred than such special schools as are here suggested. The School Board is amply able to protect the health, the morals, and the manners of the children by the rules which it can make. No further separation is needed.

The San Francisco plan of appointing teachers is one of the best yet devised. From time to time attention has been called to its manifest advantages in these columns. That plan is at present only a rule of the Board of Education. It is now proposed to make it an integral part of the city charter. This, too, would be excellent if it stood alone. But if it cannot be had now without all the other provisions which are joined to it, it would seem best to wait for it until such a time as it can be had without any adulteration. We should like it better, too, if its form were mandatory and exclusive rather than vaguely permissive.

The main issue of this "single amendment," for the others seem to be devices for winning approval for it, rather than issues in themselves, is the rather startling plan for securing money which it contains. The charter which was adopted in 1898 fixed the sum which could be appropriated for the maintainance of schools at not more than thirty-two dollars and fifty cents per pupil in attendance. This amendment raises that sum to fifty dollars per pupil. It further provides, that the budget submitted by the Board of Education must be accepted and adopted by the Board of Supervisors, provided, however, that any specific item or items may be increased, or decreased, amended, modified or stricken out by the affirmative vote of not less than a majority of all the members of the Board of Supervisors, with the approval of the Mayor, or by the affirmative vote of not less than fifteen members of the Board of Supervisors without the approval of the Mayor. The charter provides that measures not approved by the Mayor may be reconsidered and passed by a vote of not less than fourteen members of the Board of Supervisors. It is contrary to public policy to make

such special provisions for the benefit of a single department of the administration. It is further proposed that the moneys so appropriated shall be "under the exclusive control and direction of the Board of Education," another bit of class legislation which is bound to lead to bad results if adopted. "The Board of Education shall have power at any time, but not oftener than once in each fiscal year, to ordain the levy by the Board of Supervisors of a special tax which shall not exceed ten cents on each one hundred dollars' valuation of the property assessed." "Said Board must include such levy, provided, however, said tax may be decreased or refused levy, by the affirmative vote of not less than a majority of all the members of the Board of Supervisors, with the approval of the Mayor, or by the affirmative vote of not less than fifteen members of the Board of Supervisors without the approval of the Mayor. What is proposed in this amendment is not in reality the improvement of the schools, but the creation of a new government for the control of schools alone. The Supervisors are to be shorn of their authority in matters of school legislation. What is good enough for the other administrative departments is not good enough for the schools. The Board of Education is not henceforth to be co-ordinate with other boards, but to be a specially privileged body. Education will suffer by such a change. It suffers by its mere proposal. The movers of these extraordinary propositions have involved the teachers in a political campaign to set aside the safeguards of the charter, not that education may profit, but that the Administration may win in a factional fight. Education cannot prosper on these terms. The passage of this omnibus amendment would work far more evil than good to the school system. E. C. Moore.

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The State Association Meeting at San Jose

Never before in its history has the State Association meeting been addressed by three such able speakers as will be heard during the Christmas week at San Jose. Everybody knows Mr. Jacob Riis as "the foremost citizen of New York," the man who abolished sections of slums and made public parks in their places. Everybody knows that he has been the conscience of the city crying aloud for cleaner, sweeter and more wholesome lives for young children and a chance for men and women. Everybody has read his remarkable books. Now we shall greet him as an old and loved friend, and we shall hear him talk on the making of Americans. One man said to me a few days ago, "I have never heard any man talk as Jacob Riis does. He has done things. To hear him tell of them is to

become so converted as to go and do likewise. Hear him and become converted." President Alderman, a college professor tells me, has a power over his audiences which is little short of magical. No matter how critical they may be he dominates them every time. He comes from the South and will speak of the South. Other parts of the State wanted him, but to hear him it will be necessary to go to San Jose for he will speak nowhere else in California.

Mr. Mills is well known in every part of the State. For twenty years he was the editor of the *Record-Union* of Sacramento. He has always been a man of marked spublic spirit. As a thinker and a speaker he is unexcelled in the State, which is the same as saying that he is as good as the best anywhere. He will address the Association on the most pressing educational question which confronts the people of California today: "Our Prison Schools." We can predict with certainty that any teacher who fails to attend this meeting will never cease to regret it.

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Books and Magazines

Many who read these lines will not be able to identify them. But they contain live counsel though we withhold the name of their author and the date of publication. "My excellent father innured me to this custom, that by noting each particular vice, I might be led by the example of others to avoid it. When he exhorted me that I should live thriftily, frugally, and content with what he had provided for me; do you not see, he would say, how wretchedly the son of Albinus lives? And how miserably Barrus? When he would deter me from bad companions: take care, said he, that you do not resemble Sectanus. That I might not follow illegitimate practices: the character, cried he, of Trebonius, is by no means clever. The philosopher may tell you the reasons why certain acts must be avoided and others pursued. It is sufficient for me if I can preserve the morality traditional with my forefathers, and keep your life and reputation inviolate, so long as you stand in need of a guardian. As soon as age shall have strengthened your limbs and mind, you will swim without a cork. In this manner he formed me as yet a boy; and whether he ordered me to do any particular thing, you have an authority, boy, for doing this; then he introduced some one out of the select magistrates: or did he forbid me anything, can you doubt, said he, whether this thing be dishonorable, and against your interest to be done, when this person and the other has become such a burning shame for his bad character

because of these very acts." It may not be desirable for the teacher to use a living character to point a moral or to paint a shame. But historical persons should be presented as "samples of lives," and grammar school and high school students should be made personally and intimately acquainted with as many of them as possible.

There is another passage of remarkable beauty in the same author on the uses of poetry. "The poets' mind is not easily covetous: being fond of verses, he studies this alone; he laughs at losses, fights of slaves, fires; he contrives no fraud against his partner, or his young ward; he lives on husks or brown bread; though dastardly, and unfit for war, he is useful at home, if you allow this, that great things may derive assistance from small ones. The poet fashions the child's tender and lisping mouth, and turns his ear even at this time from obscene language; afterwards, also, he forms his heart with friendly precepts, the corrector of his rudeness and envy, and passion; he truly records virtuous actions; he instructs the rising age with approved examples, comforts the indigent and the sick. Whence should the virgin with the chaste boys, learn the solemn prayer, had not the muse given a poet? The chorus begs the divine aid, and finds the gods propitious? Sweet is learned prayer, they implore the waters of the heavens; avert diseases; drive off impending dangers; obtain both peace, and years enriched with fruits. With song the gods above are appeased, with song the gods below."

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Some Lessons of the War

One of the most instructive papers which we seen recently is to be found in the last number of *The International Quarterly*. It bears the title, "An Interpretation of Russian Autocracy," and is written by Prof. Vladimir G. Simkovitch. It will help not a little to make clear the meaning of the present war. Russia, he says, is governed by a System. But what is this System? There is nobody who represents and interprets its spirit more correctly than Leontyeff. His famous book, "The East, Russia and the Slavs," is the exponent of the System. What does it tell us? That "Byzantinism" is Russia's basic principle. Byzantinism means autocracy in government and Christianity in religion, but with very distinct features, which must not be confused with Western churches and the teachings of heretics and dissenters. In matters of morals it does not share the Western exaggerated notions of the value and importance of the individual being. People are next to nothing. The System is everything. Let Leontyeff speak: Freedom for freedom's sake, habeas corpus, legality, the principles of 1789, "O, these miserable ideals, these miserable men. And the more sincere, the more honest, the more convinced they are, the worse, the more

harmful they are in their naive moderation, in their imperceptible progress and fatal insidiousness. It is awkward to punish them, to persecute them, to execute them. Entrenched behind legal safeguards they are more dangerous than arrant knaves, against whom every country has the sword, the penitentiary, exile." "Prepare, O, honest citizens, prepare the future! Teach your children to grumble against authorities, teach them that above all it is important to be an 'honest man,' and that a man may have any religion he pleases. Teach them to call piety bigotry, and to object to religious fanaticism, teach them that devotion to the Tsar's service and respect to superiors is servility. Prepare, prepare the future! Send immediately anatomical atlases to the public schools, so that the children of the present, these citizens of the future, may learn soon that there is no soul in a man, and that everything is nerves and nerves. Take special care that common people should not think that the earth stands on three whales! O, refined slow poison is more terrible than fire and sword. Russia is surrounded with this liberal pest, and immediate action must be taken against equality and liberalism. Russia must be kept frozen that it may not grow putrid. Russia's illiteracy is therefore Russia's good fortune. A violent rule is what the country needs. Violence, when there is a doctrine behind it, convinces many and conquers all. As long as there are different castes, different provinces, with different peoples, so long as education is different in different classes of society, then there is still a good chance to fight democratic progress. How to weaken, how to strangle democracy, Europeanism, liberalism in all countries — that is the question! Whosoever wishes Russia well must desire the ruin of Western civilization and of the foremost nations representing this civilization." But enough of this, let us put something better over against it. The Japanese sailor Sugino, in the effort to save whom Captain Hirose died, in his farewell letter to his wife makes the following final request: "Please send the children to school. Their becoming good or bad lies with you. I need hardly say when I am dead pleace bury me in my native province."

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What to Teach and What to Omit in Arithmetic

"1. The esentials, to be thoroughly learned — the four fundamental operations, simple factoring, cancellation, common fractions with small denominators, decimal fractions, United States money, reduction of compound numbers, surfaces of rectangles, contents of rectangular solids, simple percentage including profit and loss, commercial discount, commission and brokerage, simple interest and simple proportion.

"2. Of less importance, to be studied under favorable conditions — greatest common divisor, least common multiple, addition, subtraction, multiplication and division of compound numbers, compound interest, square root, partial payments, partnership, mensuration of cirles and triangles, longitude and time.

"3. The non-essentials, to be omitted — simple numbers over millions, long and difficult examples in common fractions, all arithmetical puzzles, the metric system at present, taxes, insurance problems in interest, present worth and discount, equation of payments, bonds, exchange, compound proportion, cube root and the rest of mensuration and the progressions.

"Were the pupils of the grades well grounded in the subjects mentioned in the first division, they would, in my opinion, be better prepared not only for life, but even for high school work, than to have a smattering of all the subjects of the three divisions."— *Missouri School Journal.*

Number one we should modify by suggesting that very little time be given to factoring and cancellation, multiplication and division of either simple or decimal fractions or to work upon any of the tables save those of length, square measure, weight, liquid measure, dry measure and time. Fewer problems will do for these subjects than are usually given, and a very few examples in commission and brokerage will be sufficient to make its principles plain. In simple interest only two cases need to be taught; the others can be omitted. These are the two forms of computation used in business, *i. e.,* to find the amount when the base, rate and time are given and to find the base when the amount, rate and time are given. Compound fractions should be omitted altogether, only the ordinary complex forms should be used. To this list we would add the mensuration of the triangle and the circle, square root, and some brief exercises in compound interest; and on the single condition that the problems which the students are required to solve should in every case be concrete and lifelike, we would abolish the second division of subjects altogether. Arithmetic which appeals to the understanding can be easily and quickly learned and will long be remembered. Brute exercises should be wholly eliminated from the school study of it. Two years of intelligent work in it is better than five or six years of routine drill on meaningless forms. The time has come for the elimination of the useless parts of the subject, both in courses of study and in teaching. The wise teacher is known by the parts which she omits. Wholesale omissions are necessary in the State text-book on arithmetic.

Japanese Influence

The June issue of *The St. John's Echo* (published bi-monthly by the students of St. John's College, Shanghai), contains timely and very interesting articles, all apparently, except one editorial, by Chinese young men. A contribution by Mr. Z. T. Yui, under the above title, helps us to a clearer appreciation of the manner in which Japanese influence is penetrating and permeating the Chinese Empire. After a synopsis of the chain of events leading up to the present relation of China and Japan, the writer treats systematically the growing influence of Japan upon the various classes of the Chinese people. "All classes of Chinese people are more or less affected by it."

Ten years ago, says the writer, the antiquated educational system of China was in complete possession of the field. Useless theoretical subject matter, few and bad schools, cruel and unenlightened methods of instruction, no newspapers save the *Peking Magazine,* a mere official gazette,— these items enable us to pictrue the state of education ten years ago.

Japanese influence has greatly improved these conditions. It has modified the curriculum and the methods. "It relieves our scholars from having their brains stupefied by dull processes. It opens their eyes to see the wrong track which they have been pursuing. Besides, it conveys some new knowledge and new education which it acquired from Western nations." Many Chinese students have gone to Japan, and many schools modelled upon those of the Japanese have been opened in China, especially in the provinces of Hupeh and Hunan. "Owing to the similarity of the written language, the identity of habits and manners, the cheapness as to expense, an increasing number" of Chinese students is going over to the neighboring empire every year. Newspapers of every sort are in the market. They diffuse knowledge. They are "keen antagonists against foolish and wicked institutions." Unfortunately there is still no real freedom of the press, so that progressive papers need the protection of the Japanese, either in Shanghai or in Japan.

The writer points out the influence of Japan upon the ruling class, the farmers and merchants, and the military class. He calls attention to the great increase of Japan's trade in China. "Japanese mercantile steamships are now seen plying up and down the Yangtse." With no exaggeration it can be said that Japanese goods of some sort can be found in almost every Chinese home." In the provinces of Hupeh and Chihli the German and English military systems were introduced under instructors from Japan. "This change has been made on preference of similarity of written language and sameness of disposition." Chinese students go to Japanese military schools, in some cases at Govern-

ment expense, and some have apprenticed themselves at Japanese arsenals. High military officials are often sent by the Government to the annual reviews and sham fights in Japan.

Since the outbreak of the Russo-Japan war the feeling of the Chinese people toward their neighbor has undergone a complete transformation, from contempt, through hatred, to admiration and affection. The writer predicts that this influence "will ever more diffuse itself into Chinese minds." He believes the two nations are mutually dependent, and he believes that the Japanese have pledged themselves to "the sacred and herculean task of averting the impending danger — the suppression of the Yellow Race." He hopes that the Yellow Alliance will come about speedily, "which will assuredly raise the Yellow Race on equal terms if not higher than the white."— *The South China Collegian.*

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The Teaching of Agriculture

There has been a steady movement for the last ten years to make education in all departments practical. The best thing about it is that the term practical has been interpreted in a large and helpful way. The movement means nothing but an exceedingly vigorous attempt to drive useless studies and parts of studies out of the schools, to give up the vain task of trying to discipline children's minds and to banish the things which merely exercise but do not inform the learner. Helpful knowledge is what we are seeking now, and nothing but helpful knowledge, that is, knowledge which will help a man to get a living, to be a decent, upright, active citizen, and, above all, a good and capable man.

One expression of this new tendency in education is the teaching of agriculture in the public schools. The introduction, written by ex-Governor Hoard of Wisconsin, for the book which we are noticing, puts the necessity for the teaching of this subject in a very effective form. "A few years ago, I was present at the meeting of the State Board of Agriculture in New Haven, where a college professor gave an address on botany. The address was scholarly, scientific, and thoroughly interesting, but it gave no particular aid or help to a better understanding of the problems of vegetable life that confront the farmer. When the speaker was through, I asked him why it was that all the botanical wisdom in the world had not constructed a simple, clear, easily understood text-book for schools and farmers on farm botany. I stated the great need of such a book, and gave the following illustration: There are two important

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First Principles of Agriculture by Emmet S. Goff, late Professor of Horticulture, University of Wisconsin, and D. D. Mayne, Principal School of Agriculture, St. Anthony Park, Minn. New York: American Book Co.

laws that govern the growth of the red clover plant, which if understood by the practical farmer, would prove of incalculable value to him. The first is that the plant being a biennial, proceeds to die when once it has produced seed. The bearing of that law on the farmer is this: He allows his clover to advance so far in growth before he cuts it that the seed is formed. Cut it before seed forming, and Nature, thwarted in her purpose, will rally all her forces and throw a vigorous second crop; cut this before the seed forms, and she renews her efforts with the same persistency for a third crop. In this way, the farmer, *if he knows the law,* can take advantage of it to his greater profit. Allow the seed to form, and the plant is then through with its natural purpose, which is the object of its life, and but a very light second crop can be grown. This law applies to alfalfa as well. Delay the cutting of the first crop too long and the second crop will be very light.

"Take the second law: For years the farmers of the United States have suffered untold loss through the dying of their newly-seeded clover. When sown with a grain crop, the clover would germinate and make a fine stand if sown with oats, for instance, but when the oats were harvested, the young clover plants would be burned to death. I noticed, however, that, where a farmer had a field of oats, that was seeded with clover, near his barn, if he cut into it, when the oats were green, to feed his horses or to soil his cows, the young clover plants in that part of the field always lived and survived the summer heat. I observed, also, that where a farmer cut a swath around the outer edge of his oat field before the oats were ripe that he might have a clear space on which to turn his reaper and team, there, also, the clover survived. I reasoned from these observations that there was something in the growth of the oats and clover together that acted disastrously to the young clover plants. It took me a long time to find the botanical fact, so sated that an ordinary man could understand it, that oats require five hundred pounds of water to ripen one pound of the grain. I then saw that, with this tremendous drainage of moisture from the soil in consequence of the ripening of the grain, together with the evaporation by sun and wind, the young clover plants could not live; but that when the oats were cut before the grain formed the clover could live.

"I asked the professor: Is there anything to hinder these two important biological facts bearing on the clover plant being put in a text-book and taught to the ordinary farmer's boy? The professor did not answer these questions very satisfactorily.

"I have been pushing along this road for years, striving to have the elements of agriculture taught in the common schools of my own State, Wisconsin. I have seen something done. No

teacher is allowed to graduate from our Normal Schools until he or she has taken a course in elementary agriculture. Furthermore, we have established several County Training Schools, whose particular function is to educate the teachers of the country schools for the teaching of elementary agriculture. We have also begun the erection of County Agricultural Schools, which take the country boy and give him instruction something like that now given in the short course of our Agricultural college. France, Germany, and, indeed, nearly all Europe, are doing this work of teaching elementary agriculture in the primary schools. These nations are fifty years ahead of the United States in their comprehension of how it is to be done and in the doing of it. As a people, we have gone mad in our pursuit of so-called "higher education." Rightly understood, there is no such education. A better term would be 'wider education.' Our teachers, even in the country district schools, unwittingly educate the farm boy and girl away from the farm. If they seek to inspire in them ambition in the pursuit of knowledge, it is for the purpose, as they say, of encouraging them to 'rise in the world.' What American agriculture needs more than anything else is that it become intellectualized, that it be made the purpose and object of mental as well as physical, effort. Its greatest reward as to wealth, honor and contentment lies in that direction. It must be made the object of brain work as well as manual work. To bring about this attitude we must take hold of the children of our farmers in their home schools, and there show them that the problems of the farm are great enough to enlist all the brain power they can summon. Once there is established in the mind of the farm boy an intellectual insight into the problems of the farm, the future of better farmers, better farms, and a wider, stronger conservatism of the resources of the State, will be established. It seems to me self-evident that, if we are to reach this great body of men, in whose hands lie the destinies of all future agriculture and, to a great extent, the weal of the whole country, it must be through the schools in which and by which alone they receive their education."

A book with such an introduction needs very little more to measure it. The first part of it is based upon experiments which may be performed in the school-room. The elements having been studied in this way, the later part deals with the special subjects which belong to plant and animal industry. There is substance to it put in a clear and dignified way. Agriculture in California is more difficult than in any other State. Here it must be an art, not a tradition. Every possible effort should be made to get for it a place in the common schools.

The Teaching of English in Great Britain

The British Board of Education has just issued fresh regulations for the teaching of the English language and literature in secondary schools, and suggestions for a four-year course of study of the subject. Their course of study is as follows:

Year of Course.	Age at Entry.	Texts: Poets.	Texts: Prose Authors.
I.	12-13	English Ballads. Lays of Ancient Rome. Hiawatha. Selected poems, mainly lyrical (*e.g.*, Children's Treasury).	Church's Stories of the Iliad, Odyssey, Æneid. Stories of King Arthur. Tales from the Northern Sagas (*e.g.*, Burnt Njal, Asgard and the Gods). Tales from The Faerie Queene. Stevenson's Treasure Island. Morris's Story of the Glittering Plain.
II.	13-14	Scott (*e.g.*, Lady of the Lake; Lay of the Last Minstrel). Longfellow (*e.g.*, Evangeline and general selections). Selected Poems (*e.g.*, Lyra Heroica *or* Poems of England).	Scott (*e.g.*, Talisman, Ivanhoe, *or* Legend of Montrose). Southey's Life of Nelson. Prescott (selections from Peru *or* Mexico). Voyages and Travels.
III.	14-15	Shakespeare (Julius Cæsar; Midsummer Night's Dream; *or* select passages and scenes). Milton (shorter poems). Tennyson (Idylls of the King). Gray (Elegy). Goldsmith (Traveller and Deserted Village) and Coleridge (Ancient Mariner). Wordsworth (simpler poems).	Macaulay, Biographical Essays. Scott (*e.g.*, Waverly, The Antiquary, *or* Old Mortality).
IV.	15-16	Shakespeare (Historical Plays *or* Comedies). Milton (Paradise Lost, Books 1 and 2). Spenser (Faerie Queene, Books 1 and 2). Wordsworth (selections). Tennyson (selections). Morris's Earthly Paradise Golden Treasury (First *or* Second Series.	Macaulay, Essays *or* History (Chapters 1 and 2). Burke (Reflections on the French Revolution). Selections from the Spectator. Ruskin (Sesame and Lilies).

Both the texts and their order of arrangement will be of interest to American teachers of this subject. As to the time alloted to English, the regulations call for not less than three hours with an additional school period for grammar, though it is not essential that grammatical teaching should be concentrated in a single period. "The Board desire to leave freedom and wide scope to schools with regard both to texts and to methods of teaching, but would strongly urge schools not to provide elaborately annotated texts for the use of the scholars."

As to the exercises, the following are suggested: (a) repetition and reading aloud; (b) meanings and use of words; (c) analysis, including parsing; (d) paraphrase; (e) abstract; (f) composition or essay. Each exercise to be used from time to time. The *London Educational Times,* to which we are indebted for these facts, calls these regulations very judicious, but would gladly delete "Paraphrase." It also asks for relief from the burden of formal grammar.

* * *

How We Are Clothed

This is a book which is designed to put the content of knowledge before the learner. It attempts to teach things which everyone must know but which few people do know with any degree of thoroughness. The great human interest in life centers about the getting of food, clothing, and shelter. Geography offers the best opportunity which we have in the common schools to study these great interests. Mr. Chamberlain's recent book, "How we are Fed," did and is doing yeoman service in bringing the facts of foodgetting to the attention of students. His second book promises to be a no less valuable supplementary text for imparting a knowledge of the second. The child who reads it will know the world better and know life better. The teacher who reads it will experience the same deepening and widening of his understanding. Approaching the study in this way opens up rare opportunities for skillful teaching.

* * *

BOOKS RECEIVED

"Argumentation and Debate," Laycock and Scales. New York: The Macmillan Co.

"Text-Book of General Physics," Joseph S. Ames. New York: American Book Co.

"How We Are Clothed," a Geographical Reader by James Franklin Chamberlain, Ed. B. Department of Geography State Normal School, Los Angeles, California. New York: The Macmillan Co.

"First Latin Writer," Mather A. Abbott. New York: American Book Co.

"Elementary Grammar," William H. Maxwell. New York: American Book Co.

"The Rational Method in Spelling," Edward Q. Ward. New York: Silver, Burdett & Co.

"College Entrance Requirements in English." New York: American Book Co.

"The Essentials of Algebra," Aley and Rothrock. New York: Silver, Burdett & Co.

"Nature Study With Common Things," M. H. Carter. New York: American Book Co.

"Composition and Rhetoric," A. H. Espenspadé. Boston: D. C. Heath & Co.

"Elementary Economics," Ely and Wicker. New York: The Macmillan Co.

"The Common School Book of Vocal Music." New York: Silver, Burdette & Co.

First Reader, Florence Bass. Boston: D. C. Heath & Co.

"School History of the United States," H. A. White. New York: Silver, Burdette & Co.

"Makers of American History," Chandler and Chitwood. New York: Silver, Burdett & Co.

"The Science of Study," James G. Moore. New York: Hinds & Noble.

"Songs of the Flag and Nation," W. H. Jones. New York: Hinds & Noble.

"The Modern Music Series," Eleanor Smith. New York: Silver, Burdett & Co.

* * *

Time and Manner of Preparing for the Institutes of 1905

Now is the time, for the superintendents, who intend to take up some phase of the State Teachers' Reading Course in preparation for the institute of 1905, to cast about and determine what phase of work they wish to emphasize during the coming year.

Before choosing a course, the conditions of a county should be thrown into perspective, and out of the many defects that present themselves some two or three might be chosen that need to be struck and struck hard. When this is done, determine the phase of the Reading Course that best suits your particular needs. Then determine upon the instructor who is to have it in charge. Allow him within these limits to map out the general course. This the

instructor can do better than the superintendent, but the superintendent is the only one who can work out the details to fit the needs of his county. This is simply a recognition of the fact that it requires an expert to do expert work and that the professor is an expert along the particular subject, and the superintendent should be an expert along the line of supervision. Each requires the same quality of care, thought, and attention, but along different lines. Such a course will appeal to the busy teacher as quite worth the time and effort.

If an improvement is desired in literature, there is no better basis than Lowell's Poems; if a broader interpretation in citizenship is desired, his essays furnish an excellent basis. If it is desired that the teachers' view-points be enlarged, Alling-Aber's Experiment in Education, or Henderson's Education and the Larger Life would open up new vistas. If the method of teaching history should be more comprehensive, why not prepare for a day on the study of history by selecting a few topics in United States history, to be worked up as types. There are many problems that might be assigned; such as, Use of References in Developing New Topics, Manner of Using References, The Aim of Teaching History, Can References be Used to Advantage in the Elementary Schools? All these are vital topics, and many others will present themselves to a keen observer of conditions.

Teachers recognize that no one can be a very good teacher without the companionship of books. They are needed as a means of culture and intellectual growth.

Taking up a course of reading in this way, the reflex in teaching power is great. Teachers begin work with a good, broad, academic training, but this does not suffice for all time. The inspiration, which comes from recent and more detailed preparation, which comes from a more careful interrelation of knowledge, is needed. Any course of reading which does not appeal to the practical, progressive teacher as worth while, fails, but a course carried out on the above lines affords an opportunity to gather a carefully chosen supply of illustrative material and to recast knowledge and give it more vital form, and to develop the stronger and deeper sources of interest.

The following are comments on its value by teachers who have undergone such a course:

"The tax-payer exercises an indisputable right when he asks, 'What is the use of Teachers' Institutes?' I once heard a State Superintendent say that if nothing more was accomplished than to bring the teachers together for a social time, the money was well spent. This statement will hardly satisfy the men who foot the bills, nor do teachers take this view of the matter."

"A County Superintendent should provide and arrange such Institute material as will inspire his teachers with a determination

to do their best, and to make that *best* always better. An Institute plan that prepares the teachers to receive the suggestions of the lectures and papers delivered must be immeasurably more effective than one made at random, aiming to amuse rather than to instruct. The reading course furnishes just this preparation. When fully appreciated and acted upon, this method will provide a satisfactory answer to the question: 'What is the use of Teachers' Institutes?' "

"When the program for the Institute is decided upon some months before, there can be no better method of preparation for the vital questions to be discussed, than a course of reading embracing in a broad and general way the line of thought to be developed at the Institute sessions. As the ultimate aim of the reading is to secure a background of rich thought for the particular points with which the lecturers and papers are to deal, it should include more than these few subjects. Since each teacher can take away from the Institute new view-points and quickened interest only in proportion to the amount of serious and faithful preparation that has been made, it is evident that a course of reading systematically pursued is of the greatest advantage."

"Institute work, as well as other work needing organization, is apt to be a series of blows which hit nothing.

"If a county superintendent be one who is so wide awake to the possibilities of his office as to undertake the mapping out of a reading course, we may take it for granted that he knows why he is doing it. With this as a premise, it is safe to say that the underlying aim of his plan will best show itself, in its entirety, at the County Institute, and give direction to the work done there.

"What, then, is the value to the teacher of the county reading course as a preparation for the Institute? It stands in much the same relation as the study of the text book in the preparation for the recitation. First, it throws the teacher into the proper line of thought. Secondly, it covers the ground to be gone over. In a word, it places the teacher in the student attitude—the right attitude for Institute work. She is just ready for the broadening, deepening, revealing work of the instructors.

"But more than this: if she has taken the reading up earlier in the year, she has been doing far more than text book work—she has been an experimenter in a significant sense. If the reading she has done does not help her with her work, its value is indeed less than it should be. Constant attempts at application open the eyes to facts. Theories are good and facts are good. One must fit into the other. The instructors can furnish the one, and the teacher, through experience, can help the adjustment to the existing conditions. Hence, she comes not only with an apperceptive mind, but also as a contributor of knowledge of real value. These two elements

will make the very germ of a good Institute—the discussion ending with a number of questions given by the superintendent. These questions, closely connected with the general discussion, form another helpful phase of the Institute work, also, the private talks between the teachers—the ideal round tables—because natural.

"The great gain is in giving definiteness both to thought and action." KATE AMES.

* * *

Western School News

MEETINGS

Southern California Teachers' Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The California Teachers' Association, San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

NOTES

The sale of State School Text-Books for the month of September amounted to $48,596.12.

The San Francisco Board of Education will celebrate the fiftieth anniversary of the public school system by a grand musical festival to be held in Mechanics' Pavilion from April 30 to May 7, 1905. The famous musical organization of New York known as Innes' Band, consisting of eighty eminent musicians and a number of vocalists of national fame, has been engaged. It is also intended to have an adult chorus of 1,000 voices and a children's chorus of 5,000 voices.

The new Union High School of Redlands was formerly opened October 14. Over 2,000 visitors inspected the varions departments during the day.

The Board of Education of Oakland has appointed Dr. Dresslar of the University of California, and J. P. Garlick, principal of the Lincoln School to act as a committee to examine new school building plans, with relation to the details of lighting, heating, ventilating, sanitation, stairways, halls, etc.

Superintendent Waterman of Berkeley, reports the imperative need of more rooms to relieve the overcrowded condition of the schools.

Principal D. W. Braddock of the Jefferson School, Stockton, recently resigned on account of ill health. Principal Sam. Cohn of the Jackson School was transferred to fill the vacancy.

The Southern California Teachers' Association will open in Los Angeles on December 21. President Geo. L. Sackett has prepared an especially fine program. The services of Sara Louise Arnold, Supervisor of Schools of Boston, and Superintendent C. B. Gilbert of New York have been secured. There will also be representatives from the University of California and Stanford University. A very large attendance is promised.

The United States Civil Service Commission announces examination on November 25 at San Francisco, Los Angeles, Fresno, Marysville, and Reno

for male and female teachers in the Philippine service. Salary $900 to $1,200 per annum.

Superintendent Foshay's report shows 26,713 pupils in the schools of Los Angeles, an increase of 2,400 over last year.

The teachers in the vicinity of Cedarville, Modoc County, have recently organized a Teachers' Club.

* * *

INSTITUTES

Humboldt County

The Humboldt County Institute was held at Eureka during the week of September 12–15.

The instructors were Henry Suzzallo, T. H. Kirk, H. H. Johnson.

The principal subjects discussed were as follows: "Arithmetic in the Grades," "Talks on History," "Geography," "Reading," and "Physical Culture," and "Music."

The main features of the institute were: The discussion of the above topics; visit of Governor Geo. C. Pardee; drill by School Children; and songs by local talent.

Glenn County

The Glenn County Institute was held at Willows during the week of October 10.

The instructors were T. L. Heaton, Miss Bertha M. Vilas.

The main features of the institute were: Discussions by the teachers; lecture by Mr. Heaton; and entertainment by Miss Vilas.

Yolo County

The Yolo County Institute was held at Woodland during the week of October 12, 13, 14, 15.

The following instructors were employed: Mr. D. R. Augsburg, Mrs. L. V. Sweezy, Professor Farrand, E. C. Moore, Frederic Burk, David Starr Jordan, D. S. Snedden, C. C. Van Liew, H. Morse Stephens, H. W. Rolfe.

The principal subjects discussed were as follows: "Drawing," "Music in Public Schools," "Teaching the Art of Study," "The Influence of the West in American History," "Prospective Improvements in the Elementary History Work in California Schools," "Formal Discipline," "High Schools as Preparatory for Admission to State Normal Schools."

The main features of the institute were: Sessions of Institute were held with Teachers' Association of Northern California; an enjoyable reception to visiting teachers; earnest, enthusiastic work during every session.

Lassen County

The Lassen County Institute was held at Susanville during the week of October 11, 12, 13.

The instructors were Job Wood, Jr., Dr. F. B. Dresslar.

The principal subjects disscussed were as follows: "School Management" by Job Wood, "Meaning of Childhood" by Dr. Dresslar; common school subjects by the teachers of the county.

The main features of the institute were: All teachers took some part in the program.

Siskiyou County

The Siskiyou County Institute was held at Yreka, Cal. during the week of September 27-30.

The following instructors were employed: Dr. E. C. Moore, Berkeley, Dr. David S. Snedden, Stanford University, Pres. B. F. Mulkey, Ashland, Oregon.

The principal subjects discussed were as follows, "English," "Mathematics," "Teachers' Reading Course."

The main features of the institute were: Evening lectures by Dr. E. C. Moore and Dr. D. S. Snedden; introduction of Teachers' Reading Course.

Monterey County

Superintendent Duncan Stirling held his institute at Salinas City, October 3, 4, 5, 6 and 7.

The instructors were T. H. Kirk, Dr. E. C. Moore, Miss Effie M. McFadden, Prof. E. B. Snyder, and Herbert Bashford.

The principal subjects discussed were: "Teaching of English"—primary, grammar and high schools, "Language and Composition," "Nature Study," "Geography," "History," "Manual Training," "Literature," "Course of Study."

The main features of the institute were: A thoroughly progressive set of teachers who went away enthusiastic—feeling that they had gained much. Not a moment of drag during the week.

Appreciation of the new course of study.

Shasta County

Mrs. Brincard called a three day institute for October 17, 18 and 19 at the high school in Redding. This is an ideal spot for holding a successful institute. The assembly room was beautifully decorated by potted plants. It is comfortably warmed and comfortably seated. It is easy to speak in and pleasant to listen: and is surrounded by plenty of good large class rooms for section or exhibit work. The weather was perfect—something new for Shasta County institute—clear, bracing sunny days that made everyone feel at his best. And snow covered Shasta loomed over the landscape for inspiration.

The work of the session was done by Job Wood, Jr. of Sacramento, Edward Hyatt of Riverside, and the local teachers of the county, and they had a very harmonious and enthusiastic time all around. Among the local teachers on duty were Messrs Sweeney, Sprague, Macomber, and Matloch of the Redding schools, Mr. Oliphant, Miss Jones, Miss Marett, Mr. Cunningham, and others. Professor Durfee, principal of the Redding High School, gave the "Psychology of Sunny Jim," a most earnest and valuable talk that did every teacher good who heard it. On Monday evening the Rev. Baker of Oakland gave his address on "Literary Shrines:" on Tuesday evening the Native Sons gave the teachers a ball: and on Wednesday evening Professor Murray of Stanford gave his lecture on "Tennyson."

The Redding *Free Press* gave special attention to the teachers, getting out an illustrated edition showing all the teachers and all the schools of the county seat, with much descriptive matter.

Placer County

Superintendent C. N. Shane called his institute to meet in Auburn during the week beginning October 3rd, for a five days' session.

At the roll call on the opening day every teacher in the county was present—a very unusal record. Mr. Shane is a very earnest and optimistic

man, and he has an excellent way of following each of the institute lectures by a little personal talk to his teachers, emphasizing the good points made and nrging the teachers to take them home and make use of them.

His instructors were Superintendent Hyatt of Riverside County, Professor Snedden of Stanford University, and Miss Fances Fulton of Berkeley.

Miss Fulton talked about Reading; Professor Snedden described his impressions about the World's Fair; and everybody had a good laugh with Mr. Hyatt over his experience in visiting real California teachers in their schools. Many of the local teachers did notable work, too. Principal Buchanan of the County High School described the "Geology of Placer County," Mr. Alexander of the same school gave his idea of "An Ideal Course of Study." Messrs Seavey, Powers, Herbert and Miss Flaridon, of the County Board of Education, all gave talks before the institute.

Mrs. Peaslee, Miss Lewis, Mrs. Plummer, and many others of the leading teachers participated in the discussions.

Plumas County

Superintendent Tillie Naomi Krueger called the Institute at Greenville during the week of October 4.

The instructors were Dr. Frederic Burk and Frank E. Bunker.

Among the subjects discussed were: "Use of Text-Books," "Geography," and "Arithmetic."

The main features of the session were: "China," and "The Withered Heart," "Indian Education with Visits to the Indian Government School."

Tehama County

Corning was the place of meeting for the Tehama County Institute this year. It was held during the week of October 10, 11 and 12. Superintendent Ella A. Lynch prepared an excellent program for the occasion.

The instructors were: Professor H. T. Ardley, Dr. E. C. Moore, Professor D. S. Snedden, and Professor H. W. Rolfe.

The principal subjects discussed were: "Eight or Nine Years in the Course of Study," "What Portions of the Arithmetic Might be Eliminated," "Literature and Nature Study in the Grades."

The special features of the session were: A general feeling of good fellowship, much enthusiasm, and a hearty eo-operation.

It was one of the most delightful and profitable sessions ever held.

Contra Costa County

The Contra Costa Institute could not be held at the county seat this year, since the disastrous fire at Martinez had destroyed all public halls where such a meeting could assemble. Therefore Superintendent A. A. Bailey called the teachers together at Pt. Richmond for the week beginning September 27th. The meeting was held in a beautiful new building called Maple Hall, which was admirable in everything but in its remoteness from the hotels of the place. Pt. Richmond is a city in embryo—a city of several embryos, in fact, with magnificent distances between them.

There were 112 teachers present.

The instructors were Job Wood of Sacramento, Edward Hyatt of Riverside, Mary Roberts Smith of San Francisco, and Mrs. Swett of Berkeley.

Superintendent Bailey made a lively opening talk, full of humor and good sense, and made the whole thing move off with promptness and vigor throughout the week. There was a reception Tuesday evening and a lecture on the *English Ballad* by Mrs. Smith Wednesday evening. Mrs. Swett had charge of the musical program. On Friday afternoon the whole institute

was invited to the great refining works of the Standard Oil Company, where they saw the pipe lines bringing in the oil from hundreds of miles away—the stills, the wharves, the painting machines and a hundred other interesting details of this gigantic industry.

The institute adjourned with the customary resolutions on Friday.

Solano County

Superintendent Dan. H. White called the institute at Vallejo during the week of October 10–13, 1904.

The instructors were Prof. D. S. Snedden of Stanford University; Prof. A. F. Lange of California; D. R. Augsburg, Supervisor of Drawing, Oakland Schools; Herbert Bashford of San Francisco.

The principal subjects discussed were as follows: "McMurry's Elements of General Method" by teachers under the direction of Prof. Snedden; "Drawing" by Prof. Augsburg; "English" by Prof. Lange; and "Literature" and "Education" by Mr. Bashford.

The main features of the institute were: The inspiring addresses of Prof. Lange and Prof. Snedden; the Course in Professional Reading planned by the former session; the valuable talks on Drawing by Prof. Augsburg; the entertaining and instructive addresses and readings by Mr. Bashford; and the earnest remarks along educational lines and the betterment of teachers' salaries by State Superintendent Kirk. The reception tendered the teachers by the citizens of Vallejo is also worthy of note. The session was one of profit to all, and will raise the standard of work being done in the county.

El Dorado County

Superintendent E. B. Wilson called his institute at Georgetown for the week of October 10th, and had a most harmonious and effective session. The citizens of Georgetown vied with each other after in making the occasion a social success. The halls and school rooms were completely covered by the most elaborate decorations, in which the magnificent fronds of the woodward in ferns from the near by mountains played a prominent part. There were a series of receptions, balls, and lectures for the evening sessions that were managed with generosity and good taste, and that were attended by the by the townspeople enthusiastically as well as by the teachers.

Mrs. Mary W. George, of the San Jose Normal School did her first institute work since her return from a year's trip around the world. Her principal theme was the "Teaching of Geography," illustrated by a wealth of material she has gathered on her travels, and including "Lectures on Japan and India."

Superintendent Edward Hyatt of Riverside County was present during the whole session and gave a series of talks bearing on the "Practical Affairs of a Teacher's Life," and also several nature study sessions upon the "Common Rocks of the Sierra Nevadas" very practical for the teachers of a county like El Dorado. In connection with this, the whole institute made an excursion Wednesday afternoon to the Beattie gold diggings at George's Slide, a rich mine that has been worked continuously since the days of '49. The great beds of slate, with their little seams of gold quartz, are torn up by explosions of giant powder and then washed down through sluice boxes by water. The whole process was exhibited to the teachers by the Beattie Bros., an unusual courtesy—for mining men don't like visitors. But the teachers were startled by the great blasts, and saw the water turned on in the sluices. A rich pan of dirt was washed in the old time fashion—and $3 in golden dust came out. A box of nuggets and rich pieces of gold quartz fresh from the mine were shown. Photographs of the whole institute were taken, with the rugged surroundings of the mine for a back ground. The

path to and from the mine led through apple orchards and vineyards, in full fruitage and ripe. The whole trip made a most delightful social session, where every body enjoyed themselves and got better acquainted with each other than at any formal reception.

Another evening the teachers were invited to the Eureka mine by Mr. Everson, the genial mine superintendent. Here the teachers saw the hoisting and dumping machinery of a great shaft in operation: and they collected elegant specimens of cubical pyrites, talcslates and soap stone to use in carrying out Mr. Hyatt's suggestions in their school rooms.

Superintendent Wilson and the instructors all were delighted with the attentiveness and the willingness of the El Dorado teaching body and with the solid result of the session.

The following local teachers took part in the program: Addie P. Vernon, Mabel Wiltse, Jessie B. Smith, Alice M. Parker, Mrs. Corrigall, Sarah Lewis, Jennie Bryson, Mrs. Grainger, E. N. Mabry, W. J. Moore, F. E. Huber, C. E. Upton, C. B. Wakefield.

Santa Barbara County

The Teachers' Institute of Santa Barbara County was held in the high school building at Santa Barbara, from October 3 to October 6, inclusive. Superintendent W. S. Edwards spared no pains to make the work of the institute both pleasant and profitable to the teachers.

In the general session Prof. D. S. Snedden gave a series of addresses on subjects germane to the work of the schools. The ideas presented were helpful and suggestive. Instead of presenting methods, they were an inspiration to the teacher to study himself and his school, and to aim at constant improvement in his methods of presenting subjects and of governing.

Mr. Herbert Bashford's addresses on literary subjects were a treat to those who heard them and were thoroughly enjoyed and appreciated by the teachers. At an evening entertainment Mr. Bashford gave some readings from his works. These were so well received that he was asked to repeat many of them at the general session next day.

One of the best features of the institute was Mr. Augsburg's practical talks on "Drawing" in the section work. Every day a large and enthusiastic class worked under Mr. Augsburg's direction, many remaining for an hour after the regular afternoon session had closed to receive the instruction which he so kindly volunteered to give; also meeting with him one evening from 7:30 to 9 P. M.

Mr. Frank J. Browne gave some practical talks in the institute, and also gave an address on the "Psychology of Shakespeare," in which he showed that many of our soundest educational maxims may be found in the plays of Shakespeare.

During the week many good musical numbers were rendered by home talent of Santa Barbara. On Monday evening a reception given at Elks' Hall, by the teachers of Santa Barbara to the teachers of the county was largely attended and thoroughly enjoyed by those present.

* * *

Teachers' Association of Northern California

The Teachers' Association of Northern California held its annual session at Woodland, October 12, 13, 14 and 15.

Miss Lillie Laugenour, Superintendent of Colusa County and Mrs. M. DeVelbiss, Superintendent of Yolo County called their institutes at the same time.

A particularly fine program was presented. Among the instructors were: Prof. Max Farrand, Dr. C. C. Van Liew, David Starr Jordan, Prof. D. S.

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DECEMBER, 1904

EDITORIAL

The State Association Meeting

The thirty-eighth annual meeting of the California Teachers' Association, to be held in San Jose, December 26, 27, 28, 29 and 30, bids fair to be the most successful meeting in the history of the Association. This judgment is based upon the definite facts that the city of San Jose is one of the best places in the State for such a meeting; that the program has never been surpassed, and that the officers of the Association, together with the local committee, have never worked harder or arranged more carefully for the comfort and profit of the members and their guests. The meetings will be held in the State Normal School building. There will be no overcrowding of programs. With one exception the general meetings will be held in the evening and but one speaker will address each meeting. This arrangement leaves as much time as is needed for meetings of the several sections, in which the more serious work of the convention is done. No administration of the Association has ever been more fortunate in securing able speakers. Mr. Jacob Riis needs no introduction. His great work is well known to everyone. It is safe to say that there is no man in the Nation whom the people of California would more eagerly welcome or more gladly hear.

Mr. William H. Mills, who will speak on "Our Prison Schools," was chairman of the commission appointed by Governor Perkins to investigate the prisons of California. He has been a student of penology for many years. The address which we shall hear upon this stirring theme will never be forgotten by the men and women who are fortunate enough to sit in the audience.

The program of the Council of Education includes reports upon and discussion of such subjects as, "The Preparation of Teachers by Universities," "Professional Ethics," "The Teaching of History, Geography and Reading," "Rural School Super-

vision, "The State Teachers' Reading Course," and "Future School Legislation." The Department of County Boards of Education will discuss the "Relation of the County Board to the High School," "The Promotion of Pupils," etc. The questions of salaries, legislation, tenure of office, professional ethics, formal discipline and school work will occupy the High School Section.

Arithmetic, Geography, and "What Society Demands of the Elementary Schools," will be discussed in the Elementary Teachers' Association. The Department of Music has also prepared a very instructive program.

* * *

Why You Should Attend this Meeting

You should attend it to hear what Mr. Riis will say about the "Making of True Americans." This alone is a sufficient reason for the attendance of every teacher in the State. You should attend to learn from Mr. Mills what sort of schools of crime the people of California maintain, and go forth to cry aloud against their continuance. You should attend to hear and to take part in the discussions of wages, conduct, subjects, methods, supervision, legislation; all of which affect your work very immediately. The school system has not provided many opportunities for a full and frank discussion of these things in the local centres. In practice the system inclines toward autocracy, for the teacher does not have much voice in shaping it. But here we have an open forum, a parliament, where every member is a commoner and the district school teacher's reasons are as effective as those of the President of the University. The Association meeting is the place to initiate reforms, ventilate abuses, destroy outworn traditions, puncture shams, and introduce improvements. The way to keep this opportunity from being monopolized by a ring or a class is to be there and use it. If you do not speak and vote, the matter may not go your way.

But good and sufficient as these reasons are there is a better one still. You should be there in order to get acquainted with the people who will be there. You cannot do your work well unless you come. Soldiers are not sent out singly to fight the enemy. They

go forth in armies. Why? Because when a man sees his fellows holding fast or struggling up the hill against the enemy he can't turn back. The spirit of the company takes possession of him and the spirit of the company is a great thing. It is the need for the spirit of the company which brought the worshipers together as churches, the anchorites together into monasteries, and the trade and professional workers together in associations. How would you like the idea of teaching just one child each day, or two or three? It would be dreary work and they would suffer from having so few to grow up with. But if you grow up with only one or two others who follow the same calling, are you not in the same situation? Come with us and we will do you good.

There is one other reason you should come. Your help is needed to pitch the moral tone of the teaching business high. You may be sure that if anyone has an axe to grind he will be there. You should be there to see, if any axes are brought, that those who turn the grindstone are not a majority. We have heard of association meetings in other States where a small number of self-appointed spirits banded together in the lobbies of the hotels and the vestibules of the meeting place to distribute the offices for next year. These men were rarely seen at any but the business meetings; they took no part in discussions of educational principles or practice; they cared for nothing but the offices and they usually got them. Petty politicians have been known to employ the same methods here. Your presence is needed to checkmate their schemes.

* * *

On Electing Officers

"It is not right for any one about to be elected to office to solicit a place; for every person who is fit to hold office whether he chooses it or not, ought to be elected." The teachers should be elected on merit and on merit alone. This is the sum of our code on professional ethics. It is gaining headway. We are developing a professional spirit. For that reason we must not permit ourselves to backslide. Politics are in the schools because the teachers allow them there, because they keep them there. If the principle of merit is to obtain in them the teachers must become missionaries, and if need

be, martyrs to the gospel of merit. The State Teachers' Association is the place to preach and to practice this gospel. If it countenances the distribution of offices to place-seekers, if it treats them as rewards, if it apportions them to those who bid for them and spare no efforts to get their friends into line by means of lobbying, it had better give up all pretensions about professional ethics, for no matter how vigorously it may announce its stand for such a code, its conduct will belie its resolutions and bring discredit upon all it undertakes. One year ago the association accepted the merit principle in choosing its officers. It cannot afford to select them upon any other basis this year.

* * *

On the Ignorance of the Graduates of Our Schools

It would seem that there ought to be a place in the work of our schools for presenting that body of information relating to science, to history and politics, to literature, and the fine arts, which thinking people hold in common possession. In order to be of influence among his fellows, or in order to make any addition to the sum of knowledge, an individual must first of all think what others think, feel what others feel, and know what others know. Not only does this body of world-knowledge and world-experience condition ones effectiveness among his fellows, but it is also the measure of one's happiness, for the most unalloyed happiness which this world affords is that which comes to him who, breaking the shackles of his ignorance, enters into intellectual companionship, on terms of equality, with the men and women who read, and study, and think, and act. In a way, the conceptions, the feelings, the thoughts of one generation make the environment of the next and the measure of one's adjustment to his environment is the measure of both his effectiveness and his happiness. If education is the process of making this adjustment, as many have said, then it follows that our schools — elementary and secondary as well as Normal Schools and Universities — should be more seriously concerned with what the world of thinking people are writing and talking about than they appear to be.

To be convinced that young people can make good records in our elementary and secondary schools and yet know little of what

the world finds significant one only needs to talk with students who enter our Normal Schools and Universities from accredited High Schools. One young lady could not point out the State of California on a map of the United States. Another thought that the source of the San Joaquin river was the San Francisco Bay, that the river was salt and flowed south into Tulare Lake, and that the water from the lake was distributed to the adjacent land through well developed irrigation systems. A third thought that Wall street was a cow-boy camp in Texas and that "stock operations" pertained in some way to the cattle and sheep industry of that State. Still another, when asked to compare Confucianism with Christianity, could talk somewhat intelligently about the former, but said she only knew of Christ's teachings by heresay, never having read any portions of the Bible herself. Browning's "Saul" was under discussion in a class of forty. The instructor asked for the source of the title, but without response. After repeating his question three times one student ventured the suggestion that it was taken from the Bible. A class of sixty was unanimous in thinking that the idea of evolution had no wider application than in accounting for the origin of Man, and that in this connection it professed that Man was the descendant of the monkey by direct line. Of a class of thirty, two had read the *World's Work* somewhat regularly, two the *Outlook,* and none the *Review of Reviews,* while several had never even heard of these magazines. These young people were all regularly accredited graduates of High Schools.

It must be that our schools are so busy learning the classification of knowledge, dissecting dead things, and measuring the surface tension of liquids that they lack the time for the *World's Work,* the *Outlook,* and the *Review of Reviews;* for Bismarck; Gladstone, and Diaz; for Michael Angelo, and Verdi, and Paginini; for "Les Miserables" and the Bible. We seem so occupied with the *causes* of things, and with acquiring "good form" in determining these causes, that we never reach the things themselves. We are so engrossed with the mastery of the technique of scholarship that life runs its course and too late we come to realize that education in its truest sense is not for us; that the companionship of the great men of the past and the present is not ours; and that our

minds are burdened with trivialities instead of being what Ruskin has said they ought to be: "Treasure houses of bright fancies, satisfied memories, noble histories, faithful sayings, precious and restful thoughts, which no one can disturb, nor pain make gloomy, nor poverty take away — houses built without hands for our souls to live in."

Is it not practicable for each of our High Schools to organize a course of such a nature as to give their students an acquaintanceship with the great men of the past and present, with the great books of the world, with the masterpieces of art and sculpture, and with the achievements of Man in the field of applied science? Will it not be well for our educational clubs in their deliberations to give serious consideration to what is academic and what is a part of true education in each of the subjects of our curricula? Is it not possible for our Universities and Normal Schools in their summer sessions to meet a growing want on the part of the teachers of the State for courses, by competent instructors, in that knowledge which the world calls general information?

* * *

Democracy in the School System

Among the many splendid ideas which have been emphasized by Dr. Dewey none is worthy of more attention than that relating to the kind of democracy which should prevail in the school. He has laid stress on the fact that a democratic attitude in school discipline and in the administration of school studies is not chiefly valuable in that it produces better discipline or better study, but because it changes the position of the pupil from that of a passive to that of an active factor; in other words, making a genuine application of the laws of self activity.

In this issue of the WESTERN JOURNAL Superintendent Wells, speaking from practical experience, points out some of the reasons for another kind of democracy in the schools. Custom seems to have ordained that the rank and file of teachers shall be passive factors so far as the making of the course of study is concerned. So far has this custom dominated thought that many city super-

intendents and members of boards of education look upon any suggestion from teachers, when the course of study is under consideration, as a positive impertinence. And it is a fact that the majority of teachers accept this situation very complacently, confining their activity to an unintelligible and futile system of "knocking."

But in San Jose the teachers have made the course of study themselves; not as individuals wholly, but co-operatively. Each teacher has been called on for the best results of her experience; each teacher has been asked to criticise, in a constructive spirit, projected plans for special subjects and grades. In this way the course of study becomes composite and should embrace the best results of the knowledge and experience of all concerned. Of course it falls to the lot of a few individuals or even of the superintendent to co-ordinate these results and to make them square with the higher ideals of the educational scheme. It is conceivable that the best possible course of study might not be prepared in this way, but it is certainly true that the carrying out of a course of study, prepared in this way, will be much more effective than the carrying out of one prepared by agencies remote from the teaching force.

We believe that not only should teachers have active participation in the making of courses of study; but also that teachers should themselves be constantly at work revising the course of study in the light of more and better experience and higher educational ideals. The San Jose experiment described and defended by Superintendent Wells is in line with the best democratic tendencies in education.

* * *

The Real Work of the County Superintendent

The time is coming when all people interested in the welfare of the county schools will understand that no high degree of development is possible to these schools unless an adequate system of supervision is maintained. Just what form this supervision will take is now an unsettled question; but that it is imperatively necessary will be evident to any one who studies the situation. Young and inexperienced teachers serve their first ap-

prenticeship in rural schools; the incompetent and lazy tend to remain there. The rural school offers a wider variety of problems than can be found in the city school of few grades and settled conditions. The officiousness and petty interference of school officials bears far harder upon the rural than upon the town teacher. Nowhere is there greater need of friendly co-operation than in the country school, and nowhere is there less supervision.

It is true that the law provides that the county superintendent shall visit and supervise the schools of the county. But the county superintendent has many clerical duties, and in a county of from fifty to one hundred and fifty school districts, often with long distances between school houses, it is small wonder that this visitation becomes often little more than a perfunctory routine. Surely a visit of two hours in the entire term to the school of a young and timid teacher can hardly be called supervision. Under conditions as they are this visitation is generally sympathetic and helpful; but how much contribution can it make to the solution of the teacher's problems, and how much can it really suffice to measure the real merit of the teacher's work?

But for the present this visitation, coupled with some long-range examinations conducted by the County Board of Education, is all the supervision that the rural schools of California can expect. Any movement, therefore, which looks to an extension of the possibilities of the county superintendent in this direction is to be welcomed. In this issue Superintendent Davidson has an article dealing with a more expeditious administration of the clerical work of the county superintendent. Where superintendents have no deputies clerical work claims a large share of their time. It would seem possible that, among the various county officials whose duties are wholly clerical it would be possible to have such a scheme of things as would greatly relieve the superintendents of work without sacrificing any of the efficiency which comes from his oversight.

A number of the Normal and other schools of the State have been exchanging samples of art work with Mr. Charles C. Champlin, who was on the faculty of the Higher Normal School, Tokyo, Japan. The American work is to be sent to the Akita Prefectural Normal School in Japan, and Mr. Champlin is leaving in this country a large number of most interesting drawings from this school, including some from the primary grades.

The Muscle Training of the Japanese

In looking over a number of these drawings the writer was struck with the evidences of a very superior muscle training and muscle memory. Now muscle training is by no means the sole secret of success in art training. As Mr. Champlin says in a letter, — "The training spoken of (below) is not strictly *for* art. The asset of muscular control in art is purely accidental. However, the other asset of aesthetic sensibility is not so,— that is ingrained in the warp and woof of Japanese life." But the writer believes that muscular training is a very important condition of art training, and that the trained muscles are a mighty asset in Japanese art. He accordingly wrote to Mr. Champlain for light upon the sources of this training. The answer is offered the readers of THE JOURNAL herewith, not with the intention of implying that *all* children should use chop-sticks or learn to make Japanese characters, but because it has great significance.

* * *

"Visitors to St. Louis who have seen the actual school-room work in drawing done by Japanese students, all speak of the high order of merit attained. And exchanges of drawings received at Chico and San Jose only serve to carry out the feeling of wonderment at the uniformly excellent work the Japanese do. 'Oh! we can't ever expect to do as well as that'; 'They must be all trained artists!', etc., are expressions heard from different drawing teachers who have seen the drawings mentioned.

One Secret of Japanese Success in Drawing

"The question has been asked, What muscular training enters into the skill of the students who produce this work?

"Leaving aside the aesthetic education of the Japanese, I shall try to answer the question of mere muscular training. There are

two sorts of training which every Japanese child receives, and to these two I have heard Japanese educators attribute what skill they have in drawing,— considered manually.

"The first instruments the child handles are the *ha-shi,* wooden chop-sticks, to which he takes as soon as he leaves his mother's breast. With these, held in a certain way between the fingers of his right hand, he manages his rice, and fish, and vegetables. Etiquette requires skillful use, and the boy who blunders may expect to feel the rap of the wooden rice-ladle across his knuckles. Consequently a lad of ten, with a pair of smooth, round sticks in one hand can cut up his fish and vegetables, and convey them to his mouth as skillfully and as quickly as an adult American can with knife and fork and spoon; in fact, the boy can accomplish everything in eating, with the *ha-shi,* except the impossible task of drinking his soup.

"As to the muscular training involved, I can bear personal witness, having spent several hours trying, with cramped, tired fingers, to emulate Japanese mastery of the little round, slippery sticks. Food has a way of disappearing from the *ha-shi,* somewhere about half way between the tray and one's mouth.

"The other training referred to is writing the Chinese ideographs, which every primary pupil must learn by the score and hundred. These are extremely difficult to execute and to remember. To learn to make these characters, certain adult foreigners in Japan (and for that matter, also in China and Corea), study for years, and to attain the speed of the Japanese, well, one in a hundred may do it. A French missionary declared to me that the Chinese characters are "Une invention du diable."

"But every Japanese boy and girl has to struggle with these written characters and master them. I have students still in the days of their kites and tops, who could read and write twelve hundred separate Chinese ideographs.

"In Japan one utensil serves both for writing and drawing. It is the brush-pen, the *fude,* the like of which is seen in the hands of our Chinese laundryman. And in Japanese, to write and to draw are expressed by the same word. So thoroughly trained in the use of their hands as a means of expression are they, that a Japanese always explains a difficult word to a friend by writing it

in the palm of his left hand with his finger. That is the quick, the natural way with them. And this readiness with their fingers is the secret to the mechanical part of their success in drawing."

* * *

The Regulation of Athletics in High Schools

The undersigned believe it to be a part of the duty of principals of secondary schools to exert a wholesome influence upon the athletic enterprises of such institutions, especially where a number of them are associated in leagues. Under such conditions school spirit runs high and the element of contest goes far to determine events. Where leagues are newly formed, furthermore, more or less boyish inexperience and undirected enthusiasm are likely to inject themselves into their management. A further fact of profound significance is this,— that the localities in which the several institutions are located are successively visited by their representatives, both those who compete in the contests and those who go as spectators. This interchange will have its marked benefits if it is kept elevated in tone. Athletic contests and interchange of courtesies among the different institutions should react for the benefit of all, and in such a way as to create a favorable public opinion and a willingness to support. The above are, in general, some of the vital considerations which have brought us to the conclusion that it is a part of the duty of the principals of such institutions to exert a wholesome influence, unitedly, on the conduct of public contests, the establishment of rules and regulations governing the same, and the conduct of students who are visitors from home. To this end we suggest that the principals of the schools represented in the S. V. I. A. L. and N. C. H. S. A. L. work for the enforcement of the following rules:

1. No student shall take part in any athletic contest unless he has maintained a satisfactory standard for the term during his time of attendance of at least ten hours per week. This rule shall not affect a higher standard which any school may desire to maintain.

2. It shall be the duty of those managing any athletic contest to provide that athletic grounds shall be free from all except con-

testants and officials. In case of failure to meet this requirement the game or contest shall be forfeited to the visitors, and it shall be within the power and it is the duty of the official representing the visiting team to enforce this regulation.

3. The indulging in intoxicants by any student on the day or days of the contest, and either before, during or after the contest, shall disqualify for any credit in the same and for participation in succeeding contests for one athletic year.

4. The principal of the school where the contest is held, together with the principal of the visiting school, or principals of the visiting schools, or their duly empowered faculty representatives, shall constitute a Board of Judges to judge disputed claims as to the infringement of the above 1, 2 and 3.

We, the undersigned, also agree to see that the foregoing regulations are enforced to the best of our ability, to further among our students a fair and elevated attitude in athletic contests, and sentiments such as will insure courteous treatment of visiting teams and spectators, and to assure ourselves that umpires and referees of unquestioned fairness and competency are chosen.

* * *

The Historical Association Meeting

The recent meeting of the Pacific Coast Branch of the American Historical Association at San Francisco was an event of more than usual significance for the teaching of history in the schools of the Pacific Coast States. The first session, held on November 25th, was devoted to a general discussion of history, its aims, value and importance. This meeting was largely attended not only by teachers and others having a professional interest in the subject, but also by a goodly number of the more public-spirited men of the city. The second session was devoted to a discussion of the teaching of history. One of the papers presented during this session, that of Professor Bernard Moses, on "The Teaching of History and Civics in the High School," had the good fortune to provoke what bids fair to become a change-making discussion. Professor Moses defended the thesis that the average woman teacher is not suited to the teaching of civics. To us this proposition seems innocent enough, for no conclusion is more completely born out by facts than that the

American boy is rather scornful of what he is taught about government by teachers who do not vote and who cannot usually simulate the tone of first hand knowledge about political affairs. But it chanced that two very able teachers of civics, both of them women, were present and objected forcefully to the classification of civics teachers according to sex. They pointed out that some women are unfit to teach civics, just as some men are unfit to teach the same subject, and they pleaded for a thorough knowledge of the subject rather than sex as the essential qualification of a teacher in it. The discussion thus set on foot promises to extend throughout the State, and at the least, assures a more vital consideration of this important branch of study.

The most significant bit of unfinished business of the meeting was the appointment of a committee to investigate and report on the teaching of history in the schools of the Pacific Coast States. Dr. George C. Thompson was made chairman of this committee, with Dr. Rockwell D. Hunt, Professor C. I. Miller, Dr. Henry L. Cannon, and Professor H. Morse Stephens, as members of it, "with power to add to their number from other parts of the Pacific Coast." The Association hopes, before its next meeting, to enroll a goodly number of the teachers of history in the high schools among its members. Its secretary is Professor Max Farrand, of Stanford University.

* * *

In Honor of a Leader

The life of a teacher is usually very quiet and undramatic, and the honors which it brings generally pass unnoted by the public at large. Sometimes it falls to the lot of a great teacher to win more than the quiet approval of his fellows. Occasionally public appreciation of his services expresses itself in a truly royal fashion. Such was the celebration, on November 30, at Berkeley, of the seventieth birthday of Professor George Holmes Howison, when a number of the leading citizens of the State gathered to do him honor. On this occasion he was presented with a *Festschrift* prepared by twelve of his former students, who now hold places of distinction in almost as many colleges of the country. Never was such a spontaneous token of esteem better deserved.

Men whose accomplishments are not inconsiderable came to say, "You were my professor; whatever I have been able to do I owe to you more than to any other man." Others came to say, "You taught my boy. I have never before had an opportunity to declare how greatly I am indebted to you for that service." And still others said, "You have spent your life for the great cause of truth and have ever fought for the welfare of this community." The occasion was more than a well-deserved tribute to a distinguished leader; it was an inspiration to all who were permitted to share in it. But it was no sufficient witness of Professor Howison's work. To make it such hundreds of men and women, who have sat in his classes and are now scattered up and down the State, who would have been there if they could, must be added to the number of those who kept the feast with him. To live thus in the life of the youth of a commonwealth is not to grow old.

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Science in the Francis W. Parker School*

WILLARD S. BASS, FRANCIS W. PARKER SCHOOL, CHICAGO, ILL.

(*Concluded from last issue*).

I wish to say a little about the relation of nature-study to mathematics. Out of the impressions and images of the external world are built all of our mental pictures and concepts. Words are of value only in so far as they awaken images in our mind of things we have already experienced. Mathematical symbols and expressions, unless they stand in the pupil's mind for some definite relationship in an external, concrete world, are meaningless and worse than useless. The material world is the place where these relationships exist, and getting control of natural forces and turning them to use is where the relationships become of importance to man. Work with these forces must, therefore, be the most natural and effective place for the study of these relationships which are the foundation of mathematics.

I have already mentioned in connection with the garden some things which could not be done without the use of arithmetic, and several more whose significance could not be understood without

*Reprinted from the *Elementary School Teacher*.

the use of number-processes, sometimes quite complicated. We are finding more and more of these problems each year, and a portion of the number-work of all grades consists of problems drawn from, or necessitated by, the work in science. It is the unanimous opinion of the teachers that these problems carry home the reality of symbols and the meaning of processes as no amount of book-work can do, and that what is thus learned for the sake of immediate use is regarded of more worth and longer remembered than problems done with no motive but the gaining of facility in some process.

The above is not the case with concrete problems in which the pupil has no interest. In these he must understand the concrete thing or illustration first, and then the mathematical process. His difficulties are thereby increased, not diminished. This is especially so in many of the mercantile and commercial problems in text-books, where the thing talked about — promissory note, bill of exchange, stock, or bond — is entirely foreign to the life of the pupil. These things may have their place in the elementary school, but that place is after, not before, the arithmetical processes involved are well understood. The pupil's attention can then be directed to the conditions existing in the outside world which give rise to the paying of interest and commissions. The conditions understood, the principles underlying the transactions become plain and the mathematics almost obvious.

But these problems are too far from the life of the pupil to be used for the developing of his mathematics. The problem for the development of mathematical principles must be one whose solution is important and of immediate interest to the pupil, and one in which the concrete facts are easily seen, and in which the attention can therefore be directed to the mathematical principle involved. In the right working out of such problems comes the pupil's surest and most rapid mathematical progress. We have a good number of such problems already, and it is a cherished hope that we may finally obtain enough for the development of all needful mathematical principles, and for some, but probably not for all, of the drill necessary to give facility and accuracy.

We now turn to the second step in the acquisition of a science — the organization and systematization of the knowledge. The pupil should finish the elementary stage with the knowledge of many of the things of nature around him and considerable control over them. He has undoubtedly also grouped many of the facts together, and knows the relations of many of these groups to himself. But up to this time he has not done much thinking about the relations of the facts and forces of nature to each other. We make the first extensive attempt to have the pupil do this in the

eighth grade. The work of this grade, like that of preceding ones, is designed to secure an active contact with nature by observation, experiment, and work; and it seeks in addition to summarize and put into their proper relations the facts of science which the pupil has been learning through the seven previous grades, and to discover the relations which exist between those great organizations of knowledge known as the sciences of chemistry, physics, physiology, and botany. I shall in the following tell with some detail how this is done.

We began the work by calling the pupil's attention to the fact that most moving objects, such as street cars, locomotives, and automobiles, had a source of power or energy, which generally could be easily located. Animal bodies also move and do work, and the question was propounded as a basis for the year's work: "Must animal bodies, especially the human body, also be supplied with energy, if they are to do work? If this is so, from what source does the energy of the human body come?"

We first tried a set of experiments with pulleys, which showed that no combination of them could be made which would do more foot-pounds of work than was used up in running the pulleys. We generalized this to other machines, especially levers. We then began a study of the human body, and found that its work was done through a system of bony levers, and that the muscles applied the power to them. The muscles, therefore, must perform at least as many foot-pounds of work as are done by the hands and feet. A study of the structure of muscle showed the class that the power came from the contraction of a multitude of tiny striped fibers. Our question then became: "What source of energy gives these fibers the power of contraction?"

The class at once suggested food as the most probable source. So we tried a set of experiments on the composition of the common foods, and found that they all contained carbon. We knew that the burning of carbon outside the body produced heat, and that heat could be transformed into any desired form of energy by the action of the steam engine, dynamo, etc. We, therefore, set to work to find what becomes of carbon when it is burned. After experiments extending over about four weeks, we came to the conclusion that carbon, in burning, unites with a gas called oxygen and forms a new substance, which is a heavy gas having the properties of putting out flame and turning lime water milky. This gas was found to exist to a slight extent in the atmosphere, and to a much greater extent in exhaled air.

Our problem was then to find how the food reaches the muscle. We first learned the different food-principles, and the test by which each can be recognized, the most important sources of each, the

principles which should be observed in cooking each; and had some practice in the application of these principles. The digestion of each of these food-principles was studied; then their absorption and the various routes by which they get into the blood. In connection with this we studied the anatomy of the digestive system, and later of the circulatory and excretory systems. Most of this study was done from a papier mache mannikin, which represented solid models of the various organs. An effective method of work was to have the pupils make drawings of the organs being studied. The above work traced the route of the food from the mouth to the muscle.

We next studied respiration, and found that the lungs are constantly taking oxygen from the air and replacing it with carbon dioxide. We found that blood has the power of absorbing oxygen where that element is plentiful, and of giving it up where it is in demand. It then required small faith on the part of the pupils to believe that the blood carried oxygen to the muscle and brought back carbon dioxide. The matter was summed up as follows: The blood brings to the muscle sugar and proteid foods and oxygen. It carries away carbon dioxide and broken-down proteid.

The children at this point wrote papers answering, as well as they could, the question: "How does the muscle get its energy?" These papers required the hardest thinking done in the course. The pupils very generally arrived at the conclusion that the venergy came from the union in the muscle of carbon and oxygen; that the carbon came from the sugar and proteid in the blood; that the oxygen was brought from the lungs by the red blood corpuscles; and that the union formed carbon dioxide, which was carried away by the blood and eliminated by the lungs.

The class then raised the question: "If animals are constantly producing carbon dioxide, why does not all the oxygen of the air become replaced by carbon dioxide." They suspect that plants have something to do with it, and we shall spend the rest of the year in showing how plants are able, by the action of sunlight upon their green leaves, to change carbon dioxide and water into starch and oxygen, the one of which becomes food for man and the other his breath.

This great cycle of carbon from the inorganic, inert carbon dioxide, up through the plant where it is elaborated into starches and sugars, into the animal where, after becoming a part of still more complex tissues, it is finally reduced again into carbon dioxide, is to me the most impressive illustration of the conservation of matter. The marvel deepens when we think that this carbon, separated from its oxygen and seeking it again, carries the energy for all human endeavor, and that, when once used, it can be made

available again only by the action of energy from that far-away source, the sun.

This course serves as an introduction to our high-school science. From it, as a starting-place, we can continue the study of energy and its various changes, which is the science of physics; or investigate the transformations of matter, which is chemistry; or we can study systematically the structure and behavior of animals, which is zoology; or that of plants, which is botany. In any case, we ought to know how the particular group of facts studied is related to the other groups, and that nature and science are not manifold, but one.

We have chosen physics for our second year's work in science. Our work here is along more conventional lines than that of the first year. Of course, we use the laboratory method, and stand by our original principles of having the pupil get into as active relations as possible with the thing studied; and we select for that purpose those topics which seem of practical value in life. But in all these respects we can make no claim to uniqueness.

There are two respects in which we do differ somewhat from the ordinary school: (1) Our pupils begin, and still more in the future they will begin, this course with considerable knowledge of the facts of physics. For instance, the third grade studies the water supply of Chicago; the fifth, the boiling of water and the heating apparatus of the building; the sixth, air-pressure and the barometer. This gives the pupil a much broader and better base for his generalization than when he must make his generalizations and learn his facts at the same time. (2) An unusual amount of apparatus has been constructed by the pupils. It needs no argument to show the better understanding and control of the apparatus, which this gives them.

The relation of mathematics to this work in physical science is a most interesting problem, but it is too large to be treated in this paper. Suffice it to say that the relationship has long been recognized by teachers of physics, and is beginning to be by teachers of mathematics; but little use has thus far been made of it in teaching. It has been found during the year that the physics has shed much light upon some parts of algebra; *e. g.*, meaning of negative numbers and their addition and subtraction, proportion and variation, the equation as a law, square root. During the next year a consistent attempt will be made to develop the algebra of the tenth grade from suitably selected experiments in physics.

And when, at last, the pupil has finished his school work in nature-study and science, what will he have gained from them?

First, from a utilitarian standpoint he will be familiar with a good many industrial processes and be able to do amateur work

in several. He will have understanding and control of those forces of nature with which everyone comes into contact in his daily life — those involved in cooking, housekeeping, gardening, the care of animals, etc.; and will have the knowledge and manual dexterity to use them to his own ends. In a broader sense, he will know the mutual relations and interdependence of many industries — a thing of value in whatever vocation he may adopt.

Intellectually, he has been thinking in scientific things and by the scientific method. The scientific method of thinking may be summarized as follows: gathering data by observation, making a hypothetical law or generalization from these data, deducing consequences from this law, and testing the consequences by experiment. If the results of the experiment tally with the hypothesis, the latter may be stated as a law. Now, Dr. Dewey says that this method of thought demanded by the science is the only possible way of true thinking.[5] The study of science ought, therefore, pre-eminently to develop the power of clear and logical thinking. This is a deduction which, I believe, is verified by a study of the facts.

Nature-study also aids intellectual development by establishing new interests. The fulness of one's mental life is largely dependent upon the number of things in which he is, or may be, interested. To one familiar with her, Nature offers a wonderful variety of such interests. She is by turns amazing and quieting, thrilling and peaceful, beautiful and terrible. To her we may go for inspiration or solace, for work or for rest. To be her friend is to have a certainty of perennial interests.

Ethically, science studied as we have indicated helps accomplish one great result: it substitutes an active for a repressive method in dealing with moral questions. It teaches boys to study birds and build places for their nests, instead of molesting them and making game wardens necessary for their protection. It teaches boys how to grow grapes and peaches of their own, and does not make laws to prevent their stealing from others.

Finally, we may also claim for science a distinctly religious value. For do not the order, regularity, and precision with which effect follows cause in nature's domain indicate a single underlying and unifying law? And what is religion but to work in accordance with this law for the creation of happiness and the good of men? The child who cares for an animal, raises a plant, or makes some article for the comfort or well-being of men is working hand in hand with nature. And what truer religion can there be than that he thus become the image of his Creator?

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[5] JOHN DEWEY, address before the Central Association of Science and Mathematics Teachers, November, 1903.

The Making of a Course of Study

If a chemist or biologist undertakes to write a treatise on his subject he keeps close to his labratory; his opinions and conclusions all grow out of his experimental work or that of some one else, the evidence of which is in his possession.

How can the makers of courses of study keep just as close to their workshops? What part should the class teachers play in the making of courses of study?

The effective supervisor of school work is the one who can best organize and direct the forces at his command. I take it that the individuals that constitute the teaching force of any department can be used in every part of the superintendent's work. He needs the class teacher as much when he lays out the work as when he attempts to execute it. Every department has its teachers, good, fair, and indifferent; principals and superintendents know when they enter a class-room where a genius presides; such teachers can be found in all departments; we also find many who are but plodding workers of mediocre ability, but who do some few things well. A wise supervisor goes to the class-room to learn the value of his course of study. It is the class-room test that determines the workableness of a theory or plan. The teacher is the one to make the test, her daily work, being the test. Not every teacher can organize her observations into theory or plan. In fact, the class teacher's work is rather away from generalization and towards detail. No one teacher has a wide enough experience to give her the knowledge necessary for the making of a course of study, even if she be able to organize her knowledge. The opportunity for the class teacher to observe is limited to her own work. A whole course of study made or influenced too much by various grade teachers, each in her own special field, would, of course, be a patch-work, without continuity or balance, yet the individual teacher knows a few things better than anyone else.

Can a superintendent, depending upon his philosophic study of educational questions, backed by his class-room observations, make the wisest and best course of study? I think not. It would lack adjustment and workableness. Our whole school procedure is a thing of growth, a special course of study used in any department being likewise a thing of growth. I am almost persuaded that all courses of study are, like the poet, born, not made. Dewey says "the real course of study consists in the face-to-face contact of teacher and pupil." That is, its value depends upon its interpretation and application. Our courses of study, like our text-books, must in the end depend upon the teacher for vitality and effectiveness. When either is being planned one must ever have in mind the workmen who are to use the tools he is making. Work laid out

for teachers to perform must be within the scope of their comprehension and skill; much depends upon the sympathetic response of the teacher.

A revision of a course of study should be carefully planned and directed by a wise supervisor. He should call to his aid some of his wisest principals and many of his wisest teachers, as an advisory body; changes and additions should be tested in class-room and carefully observed by teacher, principal and superintendent. Then the superintendent should weigh the evidence and draw his conclusion and formulate such changes or additions.

True leadership consists in knowing where to lead and how to cause people to follow. The supervisor who finally says what is to constitute the printed schedule we call a course of study, should be an originator and organizer, acquainted with the best thought of our most advanced educational men and women, and at the same time near enough to the rank and file of the working teachers to know what they can measure up to, and so in sympathy with their daily toil that he can get the best that is in them. It is for the educational leader to recognize educational principles, to break from tradition, to make innovations, but he must use the necessary caution that will secure an intelligent co-operation from the class-room teacher. It is well for her to feel that she is helping to work out educational problems.

GEO. S. WELLS.

* * *

Simplifying the Work of the County Superintendent's Office

Our system of paying claims against the school department of a county is — to say nothing about complexity and wastefulness of time — at least cumbersome and liable to error. Few even of superintendents have ever stopped to count up the number of times the smallest claim against a school must be written out before money can be collected on it.

Let us see: The clerk of the board of school trustees first makes it out, fills out the stub, and at his leisure enters it in a ledger. That is three times,— one of which might be avoided. The order upon presentation is again written three times by the superintendent of schools, and again three times by the auditor, and lastly, once by the treasurer. This makes in all ten times, and has a parallel in the punishment prescribed for missing words in spelling. Nothing is gained save the opportunity of error. For it is a fact established by record that the oftener a document is copied the farther it will deviate from the original. Besides, this system takes fully fifty minutes' time when ten should be enough, and further, it necessitates the issue by the State office or the purchase

of three sets of blanks, whereas one set might do. Hence the system in use is not only wasteful of time but expensive.

That the method could be simplified, made more direct, and better guarded against error, is the opinion of all who have given the question some thought. No definite plan has so far, to the writer's knowledge, been resolved upon.

What seems to be necessary is to so change the law as to instruct and empower the clerk of the board of school trustees to draw his order or warrant directly on the treasurer. Lest clerks should be careless in reviewing bills or issuing orders, neglectful of, or unfamiliar with the law regulating the issue of these orders or warrants, it would be right and well that they (the warrants) should be approved by the superintendent, recorded and approved by the auditor, before presentation at the treasury.

This endorsement, which could be done with a stamp or by signature, would take but little of the time of these officers. Should public opinion still deem it necessary that, for convenience or safety, the superintendent should keep a record of all transactions, these warrants or orders could be entered in the ledger against the fund and district upon which they are drawn in about one-third of the time required. Or, to further expedite matters, they could be gotten up with a detachable slip, properly perforated, to be retained in the office, filed and posted or pasted in a ledger kept for that purpose. Another slip might be attached for the convenience of the auditor.

The warrants or orders might assume a form similar to the following, and be gotten out in colors to represent the different funds:—

25 School Dist. .....190.. $..... For .....

25 School Dist. .....190.. $..... For .....

25 ..... School District.....190..

The Treasurer of Marin County, Cal.

Pay to order of.....or bearer $.....

..... Dollars

Out of.....Fund, for.. .....

For the school month ending.....190..

App. by..... .....
Supt. of Schools.

Audt. by..... .....
Auditor.

..... } Trustees

These perforated slips to be detatched and filed by the Snperintendent and Auditor.

One thing which is interesting in the law as it now stands is, that the term *order* or *trustee's order,* scarcely occurs in it, and

there is no section, paragraph or clause making it the duty of a board of trustees to issue such an order or even authorizing them to do so.

The board seems to have acquired the right and power from the necessities of office, and it has become established by custom. One cannot but feel,in looking over the law, that the original intent and purpose was to make the superintendent paymaster of the forces and his office clerical, advisory, and in a limited sense administrative.

However, the requirements of the office, directed and inspired and inquiry, make the work of the office to supervise; and more: have so increased the work along this line that all the time of any superintendent, even in the smallest county, will not enable him to meet the demands.

It will thus appear that something should be done, that more time may be devoted to the work of supervision. There are two ways by which this may be done: the first is to increase the force of the office by the appointment of more deputies, and the other, to relieve the office of its unnecessary clerical work. The latter seems to recommend itself to present needs and the spirit of economy, which seems attendant upon every move in educational matters. Where it is now necessary, and under any form of change would continue to be necessary to have deputies, the work of such officers should be of the nature of supervision and they should be selected from teachers who by virtue of their education, training, experience and success have won a place among deserving school people.

The plan suggested above needs one thing more to make it workable and to insure persons having claims on schools against delay and inconvenience. The regular claims against districts (teachers' and janitors' salaries) could be tabulated in such a way as to show the amounts and the dates upon which they would fall due. The auditor could pass upon such claims and the treasurer pay from lists filed in their offices. While, for irregular claims, the superintendent could have one day a month—the last Saturday—to examine and approve. This arrangement would add to the public convenience and double the time for school work of any superintendent or corps of supervising officers.

A change in the method is necessary. The simplest possible system should be substituted for the one now in use. To go from one complex system to another would be useless. It might be well, at first, to make the new system optional and so leave its introduction to superintendents, who would be guided in the matter, no doubt, directly as they were interested in the professional, or the clerical and political sides of their work.

JAS. B. DAVIDSON.

Department of Methods

A System for Teaching Column Additions.

The following is a system in detail of teaching column addition to beginners. It is the system now employed in the Elementary Department of the State Normal School at San Francisco. The essential principles have been taken from that invented and put into operation in the Oakland schools by Superintendent J. W. McClymonds. The writer has made departures from Mr. McClymonds' system, in matters of detail,—in the order of introducing the various combinations and in certain devices of method—but no claim is made for any originality. The fundamental principle is contributed by Superintendent McClymonds, to-wit: that no combination should be learned until it is used in column addition, and that drill should be focussed upon one set of combinations until its use in column addition is thoroughly mastered.

Before taking up the combinations and column addition certain preliminary work is necessary in the matters of learning to count, to write and read figures, to visualize the figures of any number when its name is thought, and to learn two or three language phrases.

Preliminary Work

I. The pupil must be able to count orally.

II. The pupil must be able to write and read figures at least to 120. To the end of getting a visual picture of the number series the following scheme is suggested:—

9	19	29	39	49	59	69	79	89	99	109
8	18	28	38	48	58	68	78	88	98	108
7	17	27	37	47	57	67	77	87	97	107
6	16	26	36	46	56	66	76	86	96	106
5	15	25	35	45	55	65	75	85	95	105
4	14	24	34	44	54	64	74	84	94	104
3	13	23	33	43	53	63	73	83	93	103
2	12	22	32	42	52	62	72	82	92	102
1	11	21	31	41	51	61	71	81	91	101
0	10	20	30	40	50	60	70	80	90	100

Such a scheme should be written permanently upon the board and pupils may be given seat work in copying it, and finally in

writing it from memory; or the figures may be written on small cardboard squares and these can then be given to pupils to sort out and arrange in their proper order.

III. The pupil must be trained to see, *in mental imagery,* the figures of any number so that when he thinks this number he will see the figures. Before pupils have learned to read or write figures they, of course, have no such mental pictures, and a great deal of drill is necessary before this end can be accomplished. Writing from oral dictation is probably the chief device. Send a section of the class to the board with an eraser in the left hand and a piece of chalk in the right. Begin by telling them to write, for example, 26; then direct them to change it to 36 by erasing only one figure and replacing it by a figure which shall make the number 36; then change to 32 by erasing only one figure, and so on. This device, which the writer learned from Deputy State Superintendent Job Wood, Jr., is an excellent one for our present purpose, for it continually focuses the attention upon the place value of each number. Follow this by oral drills in requiring pupils to tell you what a given number "ends in"; e, g., What does 34 end in? what does 20 end in? what does 12 end in? At first the teacher should stand at the board, writing the numbers whenever a pupil hesitates in his answer, and repeatedly explaining what is meant by the question.

As a second device, send the pupils to the board and tell them to write numbers which end in any given number, as for example, 4, or 6; also use the phrases, "Write the 4's"; "Write the naughts," etc., meaning they should write the numbers ending in these figures. When the pupils readily understand the meaning of these phrases, drill them in the sequence. For example, require them to write, in an ascending series, the 0's, the 4's, the 6's, etc., thus:

etc.,	etc.,	etc.,	etc.,
50	54	56	58
40	44	46	48
30	34	36	38
20	24	26	28
10	14	16	18
0	4	6	8

The third step is to train pupils to recognize the sequence place of any number when its name is called, and to be familiar with a corresponding language form, that is, they must see, for example, that "24 is the first 4 above 20, that the next naught above 24 is 30, etc. By referring to the beginning lessons of column addition,

it will be noted that the first facts of this kind to be used will be the following:

That 10 is the first naught above 6 and 4.
That 14 is the next 4 above 10.
That 16 is the next 6 above 10.
That 20 is the next 0 above 14.
That 20 is the next 0 above 16.
That 24 is the next 4 above 20.
That 26 is the next 6 above 20.
That 30 is the next naught above 24.
That 30 is the next naught above 26.
That 34 is the next 4 above 30.
That 36 is the next 6 above 30, etc., etc.

As a device, after considerable drill has been given to the oral questions, the teacher may dictate or write several numbers upon the boards as follows:

0	0	4	4	0	0	0	6
24	14	10	20	16	36	24	10

The pupil may be required to ask himself the question, "What 0?" "What 4?" or "What 6?" and then write the left hand figure. If pupils have difficulty in grasping this form, the following device may be used: Write the numbers between 10 and 45, for example, in ascending column, and have pupils discover what 0 comes next after (or above) 16; what 4 after (or above) 20, etc.

The pupils should be trained to use these language forms and to ask the questions themselves, to-wit: What does 24 (or any number) end with? What naught (or any figure) next above 26?

Column Addition and Combinations

6
4
6
4
6
4
6
4
6
4
—

If we go through the usual process of adding this column, 10, 14, 20, 24, 30, 34, 40, 44, 50, we note there are two series of difficulties — the difficulty of finding, in each successive sum, the left hand figure, and the difficulty of finding that the right hand, or "end" figure. If we find the right hand figure, or 4, we find the left hand figure by asking the question "what 0?" or "what 4?" and locating it in the series, just as the devices in the preliminary work given require. Let us therefore begin with the difficulty of finding the right hand figure.

In the given column the right hand figure is always obtained by a knowledge of just two combinations, 4 and 6, 0 (i. e. ends in 0); and 0 and 4, 4. These two combinations are therefore all that are necessary in order to add the end figure and the left hand figure is obtained by knowledge the children have already acquired by a preliminary device.

Method

6	6	4
4	4	0
6	—	—
4	0	4
6		
4		
6		
4		
6		
4		
—		

Step I.— (a) Write on the board the column as given. At the top and right, write the two combinations to be learned.

(b) Give some drill, of a minute or so, to say, pointing to the figures as named, 4 and 6, 0; and 0 and 4, 4.

(c) Then erase the answers and require the form as before. If the slightest hesitation appears rewrite the answers. Drill until pupil readily can repeat this form.

		6	4
6	36	4	0
4	24	—	—
6	20	0	4
4	14		
6	30		
4	24		
6	20		
4	14		
6	10		
4			
—			
30			

Step II.— (a) Take the chalk and beginning at the foot of the column say, "4 and 6, 0," pointing to the numbers as named, and write the 0 to the right of the 6, "what 0? 10"; write 1 to the left of the 0 just written. "0 and 4, 4," pointing to the 0 and the 4 and then writing 4 to the right of the 4 in the column.

"What 4? 14," writing 1 to the left of the 4.

Have the pupils in concert or individually repeat this form with you. Continue the process until the top is reached, and finally write the answer, 50, at the foot of the column. Drill the pupils in concert, and individually until they can go through this form without error. If there is any hesitancy about the combinations point to the combination above so that they may learn where to find the correct form if they should forget.

(b) After this process and language form seem established, write similar columns for each pupil upon the board with instructions for him to do the example for himself. The teacher may now pass from one to another, hearing each give the form. As a pupil finishes let him exchange examples with another pupil, first erasing the side columns. To avoid confusion, it is well to write two or three more examples in excess of the number in the class, so that no pupil need wait. As a further convenience, it

may be found helpful for the pupil who finishes a column to write his name underneath it. The teachers passing around later erases the answer and the side columns, and writes "c" (correct) or "o" (wrong) after his name. The place is then ready for another pupil.

```
4
6
4
6
4
6  40
4  24
6  20
4  14
6  10
4
```

Caution.—With a certain number of pupils there will be a continual tendency to make mistakes in the left hand figure, to write 34 instead of 24, etc. In such cases the pupil has not learned the preliminary form for recognizing the place order. The following device will generally be found helpful: Suppose, in an example given he has written 40 instead of 30. Draw a line under 24 and ask, "What naught next above 24?" Drill him upon each partial sum in this way and if necessary enlarge his general form to the following: "4 and 6, 0; what 0? *The 0 above 4,-10.* 0 and 4, 4; what 4? The 4 above 10-14," etc.

(c) When this general form seems thoroughly learned, introduce the reverse combination $\begin{array}{r} 4 \\ 6. \\ \hline 0 \end{array}$ This will require, for the column work, also $\begin{array}{r} 6 \\ 0. \\ \hline 6 \end{array}$ Teach, in precisely the same manner as given in *a* and *b*.

```
(d)
4   4   6
4   6   0
6   —   —
6   0   6
4
4
6
4
6
6
4
—
```

(d) Now construct a column which shall contain both $\begin{array}{r} 6 \\ 4 \\ \hline 0 \end{array}$ and $\begin{array}{r} 4 \\ 6 \\ \hline 0 \end{array}$ as for example the accompanying column (*d*):

Caution.—Spend a few minutes each day drilling upon the combinations. Write all the combinations thus far used upon the board in promiscuous order, without answers. Then point to each and require pupils to give the forms, "4 and 6, 0"; "0 and 4, 4," etc. If there is any hesitancy write the answer, for the pupil can not legitimately get the answer by thinking; either he knows it or he does not.

(e) After there is no hesitation about these combinations, write in the same promiscuous manner the form of the partial sums, as—

6	4	6	6	6	
24	30	14	10	34	
—	—	—	—	—	
4	4	4	6	4	
40	26	10	54	36	etc.
—	—	—	—	—	

(1) Ask the question, pertaining to any given form, "What is the combination?" and train the pupil to answer (e. g., $\begin{array}{r} 6 \\ 24 \\ \hline \end{array}$) "4 and 6, 0," etc. Then ask "What 0?" Pupil's reply: "30."

(2) Next, orally, in quick, snappy work, say "24 and 6—what combination?" Pupil: "4 and 6, 0." Teacher: "What 0?" Pupil: "30." A few minutes, not more than three or four, should be spent at the beginning of each recitation in this type of drill. Confine the work to forms which are to be used in the day's column work.

Caution.—In asking questions, as $\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$, do not permit pupils to give the answer "0." Insist the complete form, 4 and 6, 0, be given. We need to establish a rhythmic form.

(f) The next combination to be taught is $\begin{array}{r} 8 \\ 6, \\ \hline 4 \end{array}$ but do not introduce it until the form for adding, developed by the column $\begin{array}{r} 6 \\ 4, \\ \hline 0 \end{array}$ has been thoroughly learned, so that pupils go through the entire process without hesitation. The first thing to be done is to

8	8	6
6	6	0
6	—	—
8	4	6
6		
6		
8		
6		
6		
8		
6		
—		

learn this form and it will lead to loss of time to introduce any new combination while they are learning the mere form.

Write the accompanying column upon the board (For the construction of this and other columns see later paragraphs upon the construction of columns), and the two combinations, $\begin{array}{r}8\\6\\\hline 4\end{array}$ and $\begin{array}{r}6\\0.\\\hline 6\end{array}$ Proceed precisely as in previous cases. It is not necessary to drill much upon the combination at first, but teach pupils to look up to the combination when they forget.

(g) Next, introduce the reverse four $\begin{array}{r}6\\8\\\hline 4\end{array}$ with $\begin{array}{r}8\\0,\\\hline 8\end{array}$ see colmun (g). Then construct a column containing both $\begin{array}{r}8\\6\\\hline\end{array}$ and $\begin{array}{r}6\\8,\\\hline\end{array}$ see column (h); finally construct review columns containing $\begin{array}{r}8\\6,\\\hline\end{array}$ $\begin{array}{r}6\\8\\\hline\end{array}$ and also $\begin{array}{r}6\\4\\\hline\end{array}$ and $\begin{array}{r}4\\6,\\\hline\end{array}$ see columns (i) and (j).

(g)			(h)	(i)	(j)
6	6	8	8	8	6
6	8	0	6	6	6
8	—	—	6	6	6
6	4	8	8	4	8
6			6	6	6
8			8	6	8
6			6	8	6
6			6	4	6
8			6	6	4
—			8	—	—
			—		

Continue drills with each lesson upon all combinations, and also this type:

6	6	8	6	8	6	
14	20	36	18	26	24	etc.
—	—	—	—	—	—	

Step III. The form of finding the partial sums placed at the side of the column should now be firmly fixed as a mental habit. Its purpose has been to drill the pupils in learning new combinations and in visualizing the end figure of the successive partial sums. The form should be continued in teaching new combinations (at least for the first twelve combinations). But with the introduction of the fourth combination we are ready to commence upon the step of adding without writing the partial sums at the side and to train the pupil to add by imagining this scaffolding. Begin with the original column for $\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$ and require pupil to add directly, thus: 10, 14, 20, 24, 30, etc. If he makes mistakes, have the pupil, in imagination, go through the form of the partial sums in side columns, without actually writing them. First attempts will be slow, but in a few exercises he will gradually learn to depend upon his own visual imaging. Proceed in this way to add all other columns in review.

The Construction of Columns

The columns for exercising the pupils are made up of "cycles" — cycles of 10 and cycles of 20.

Cycles of 10.	9	8	7	6	5
These are	1	2	3	4	5
	10	10	10	10	10
	1	2	3	4	
and their reverses	9	8	7	6	
	10	10	10	10	

It is clear we may make up a column of indefinite height by merely stacking one of these cycles repeatedly upon itself, and only two combinations will be employed. In the first column of $\begin{array}{r} 6 \\ 4 \\ \hline 0 \end{array}$ and $\begin{array}{r} 4 \\ 0 \\ \hline 0 \end{array}$ are repeated alternately.

Cycles of 20.

All of the other combinations the sum of whose figures exceed 10, require cycles of 20. The combination $\begin{array}{c}8\\6\\\hline\end{array}$ requires 6 more to make 20, thus $\begin{array}{c}6\\8\\6.\\\hline\end{array}$ We may now stack this form upon itself repeatedly requiring only 3 combinations to be known, to wit, $\begin{array}{c}8\\6\\\hline 4\end{array}$ $\begin{array}{c}6\\4\\\hline 0\end{array}$ and $\begin{array}{c}6\\0.\\\hline 6\end{array}$

Of these $\begin{array}{c}6\\4\\\hline 0\end{array}$ and $\begin{array}{c}6\\0\\\hline 6\end{array}$ are in review.

The Order of Introducing the Combinations

The order of introducing the various combinations is somewhat an arbitrary matter, but experience in teaching by system, and repeated changes, seem to justify, as the most economical in time and the easiest stages of learning for pupils, the following series:

$$\begin{array}{c}6\\4\\\hline 0\end{array},\ \begin{array}{c}8\\6\\\hline 4\end{array};\quad \begin{array}{c}7\\3\\\hline 0\end{array},\ \begin{array}{c}7\\6\\\hline 3\end{array};\quad \begin{array}{c}8\\2\\\hline 0\end{array},\ \begin{array}{c}6\\6\\\hline 2\end{array};\quad \begin{array}{c}9\\1\\\hline 0\end{array},\ \begin{array}{c}5\\6\\\hline 1\end{array};\quad \begin{array}{c}4\\3\\\hline 6\end{array},\ \begin{array}{c}3\\2\\\hline 6\end{array};$$

$$\begin{array}{c}6\\2\\\hline 8\end{array};\quad \begin{array}{c}6\\3\\\hline 9\end{array};\quad \begin{array}{c}7\\4\\\hline 1\end{array};\quad \begin{array}{c}7\\5\\\hline 2\end{array};\quad \begin{array}{c}7\\7\\\hline 4\end{array};\quad \begin{array}{c}5\\5\\\hline 0\end{array},\quad \begin{array}{c}8\\7\\\hline 5\end{array};$$

$$\begin{array}{c}5\\2\\\hline 7\end{array};\quad \begin{array}{c}4\\3\\\hline 7\end{array};\quad \begin{array}{c}7\\2\\\hline 9\end{array};\quad \begin{array}{c}8\\3\\\hline 1\end{array};\quad \begin{array}{c}8\\4\\\hline 2\end{array};\quad \begin{array}{c}8\\5\\\hline 3\end{array};\quad \begin{array}{c}8\\8\\\hline 6\end{array};\quad \begin{array}{c}5\\3\\\hline 8\end{array};\quad \begin{array}{c}5\\4\\\hline 8\end{array};\quad \begin{array}{c}5\\4\\\hline 9\end{array};\quad \begin{array}{c}3\\2\\\hline 5\end{array};$$

These 28 combinations exhaust the series of possible combinations excluding the reverse forms and the combinations involving 0, 1 and 9. The 0's have really been included, for in the earlier

columns we treat them as combinations, but pupils soon realize that, 0 and any number, makes that number. The 1's need not be considered for the same reason, although some drill upon the fact that, any number and 1, is one more than the number. In the case of the combinations involving 9, except 1 and 9, it will be found more economical, after all other combinations in column practice have been learned, to teach the mental habit that 9, in any combination will give a sum whose end figure is 1 less than the other number. Columns involving 9's should then be given for much practice; in this way we really save the teaching of eight combinations.

The corresponding series of cycles by which these 28 combinations may be used in columns, and constructed as previously explained, are as follows:

$$\frac{6}{4}, \quad \frac{68}{6}; \quad \frac{7}{3}, \quad \frac{77}{6}; \quad \frac{8}{2}, \quad \frac{86}{6}; \quad \frac{9}{1}, \quad \frac{95}{6}; \quad \frac{44}{2}, \quad \frac{43}{3};$$

$$\frac{2}{6}, \quad \frac{16}{3}; \quad \frac{9}{4}; \quad \frac{87}{5}; \quad \frac{67}{7}; \quad \frac{5}{5}, \quad \frac{58}{7}; \quad \frac{35}{2}, \quad \frac{34}{3},$$

$$\frac{1}{7}, \quad \frac{98}{3}, \quad \frac{8}{4}, \quad \frac{78}{5}, \quad \frac{48}{8}, \quad \frac{2}{3}, \quad \frac{24}{4}, \quad \frac{15}{4}, \quad \frac{53}{2},$$

The construction of these cycles explains some reasons for the order of the introduction of the various combinations. It will be noted that the first eight combinations are in pairs; $\frac{6}{4}$ having been learned, the next combination, $\frac{8}{6}$, ends in 4, and thus we can immediately construct a column by using $\frac{8}{6}$, and $\frac{6}{4}$ in review. The same will be found true of each of the pairs.

Another point to be noted that the combination is always begun with the smaller number first, thus 2 and 8, not 8 and 2. This is done to offer difficulty to the pupil's tendency to count serially upon the fingers or by means of dots. We therefore begin the series,

not with 3 and 2, but with combinations $\begin{array}{c}6\\4\end{array}$ and $\begin{array}{c}8\\6\end{array}$, which offer this difficulty at the outset as a prevention against serial counting. Another determining feature of the order is that the combinations

which make 10, to-wit, $\begin{array}{c}6\\4\end{array}$, $\begin{array}{c}7\\3\end{array}$, $\begin{array}{c}8\\2\end{array}$, $\begin{array}{c}9\\1\end{array}$, are introduced in the first eight

combinations and become review parts of later combinations; $\begin{array}{c}7\\4\end{array}$,

and $\begin{array}{c}8\\3\end{array}$ both give sums ending in 1 and by means of the combination,

$\begin{array}{c}9\\1\end{array}$, already learned, we can form column cycles without further difficulty.

Column Groups and Reviews

Upon the thoroughness of the reviews, rather than upon the mere *knowing of the* combination, depends the success of ability to add accurately. To teach a child *to know* that "6 and 8 ends in 4" is a matter of merely a few moments, but so to drill him that whenever 6 and 8 come together in a column he will instantly think "4," is a matter of months and endless drill. For this reason the review and its method are really the kernel of our problem. To this end, the system includes a method of systematic reviews which require a pupil daily to use every combination he has previously learned. Teachers should construct a series of review groups upon a plan to be explained. The first four groups, however, will be given as the simplest means of explaining the plan. The height of a column however is immaterial. In the earlier lessons columns should not exceed 50, as a sum, but after the form is learned it is best to run them up to about 110, which of course is easily done by stacking additional cycles. To save space in printing the columns will be made short.

GROUP I

(a)	(b)	(c)
		6
4	6	4
6	4	6
4	6	4
6	4	4
4	6	6
6	4	4
4	6	6
6	4	6
4	6	4

GROUP II

(a)	(b)	(c)	(d)	(e)
				6
	6		6	4
8	6	6	8	6
6	8	8	4	8
6	6	6	6	6
8	6	6	6	6
6	8	8	8	6
6	6	6	6	8
8	6	8	6	4
6	8	6	4	6

GROUP III

(a)	(b)	(c)	(d)	(e)
3	7	7	6	7
7	3	7	8	3
3	7	3	3	6
7	3	7	7	6
3	7	3	6	8
7	3	3	8	6
3	7	7	6	4
7	3	7	7	3
3	7	3	3	7

GROUP IV

(a)	(b)	(c)	(d)	(e)	(f)
					6
7	7	7	8	7	7
7	6	7	6	3	7
6	7	6	7	6	6
7	7	7	7	6	7
7	6	6	6	8	6
6	7	7	6	7	6
7	7	6	4	3	8
7	6	7	3	6	7
6	7	3	7	4	3

It is intended that a class shall have at least one group for its daily lesson; this will mean that he shall have in review every combination he has learned. It does not mean, however, that he should have a new group each day. It will require about six months to do well his first twelve combinations. The (a) column in each group is thus constructed by stacking the cycle to which the new combination belongs upon itself repeatedly, thus 0 in Group I, the (a) column stacks $\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$; in Group II the (a) column stacks $\begin{array}{r} 6 \\ 8 \\ 6 \\ \hline \end{array}$; in

Group III the (a) column stacks $\frac{7}{3}$; in Group IV, the (a) column stacks $\frac{7}{\frac{7}{6}}$. The (b) column introduces the reverse of the new combination and stacks itself exclusively. The (c) column always combines the new combination and its reverse, but it is made up of Cycles of these exclusively. The other columns commencing with (d), in all groups, is composed of cycles in review; thus, in Group IV observation will show that in columns (d), (e) or (f), every old combination, $\frac{6\ 4\ 8\ 6\ 7\ 3}{4\ 6\ 6\ 8,\ 3\ 7}$, as well as the new combination, $\frac{7}{6}$ and $\frac{6}{7}$, have been introduced. The number of review columns depends upon the advancement in the series. The greater number of combinations taken, the greater will be the number of review columns necessary. The teacher may easily construct the groups of columns for each new combination upon the plan for here given.

Review Without Cycles

The cycle columns have their advantages in beginning new combinations, but it is necessary later to have columns without cycles. In a short time brighter pupils will discover the cycles and will add by tens and twenties if given opportunity of seat work. In the beginning stages of teaching new combinations, the cycle system is advantageous because it permits us to focus attention upon new combinations and the filling between them is composed of combinations already thoroughly learned, and consequently requiring slight attention. Thus, 6 and 6, 4 and 8, 7 and 5, and their reverses all end in 2, and it is a convenience and assistance to pass by means of 8 to 0. But later we must have a review column free from cycles which may be used as seat or board work, without the teacher's surveillance. This type cannot be easily introduced until after about the first twelve combinations. After this point is reached we may readily construct columns without cycles for we have the combinations $\frac{4\ 3\ 2\ 2\ 6\ 6}{2,\ 3,\ 4,\ 6,\ 2,\ 3}$. Space will not permit their writing here but teachers may easily construct them and, having done so, they may be preserved in note books.

FREDERIC BURKE.

The Teaching of Geography

The editor has asked for a very practical presentation of method in geography, and I feel that I can do no better for the readers of THE JOURNAL than to report upon the geography scheme now being used in this school. The keynote of this scheme is an unusually sweeping elimination of those various details of content which are believed to clog and overburden the usual geography course, to its detriment; and those by-subjects and special aspects of the main subject which have crept in and inevitably will creep in, because the makers of text-books are invariably special, instead of universal, in their point of approach. These broad eliminations, then, express a determination to shake off, in one throe, the foreign matter which has tended to smother the public school geography course, and make it impossible to satisfactorily apply.

Georgraphy, in this scheme, is taught along three parallel lines, formal, descriptive and physical, the ideal being that these three shall be interdependent and duly associated in the same topic, but not necessarily in the same lesson.

Formal Geography

The formal, or locative, geography, at the first glance, suggests nothing more than the old-fashioned "map exercises" which formed a feature of by-gone text-books. There are these important differences, however: first of all, the before-mentioned elimination has been operative in throwing out a great list of capes, mountains, rivers, towns, etc., which the life experience of every adult seems to mark as so much valueless stuffing to the course. On the other hand the aim has been to save and include those natural and political features which, by common consent, are universal items of knowledge — *i. e.*, items of fact within the possession of every person of ordinary culture. Thus Cape Horn is taught, but Cape Blanco is left out. The whole list, in fact, includes only three capes. These, however, are Horn, Cod and Good Hope, and obviously this number could not profitably be reduced. The reader's first reaction will very possibly be that it might be increased, but a point-blank analysis, on the basis of "what knowledge is of most worth," will decide negatively upon the claims of the various Capes Blanco, Guardafui, etc., that so distend the "sailor geography" even nowadays being taught in many localities. After having subjected the entire list of natural and political features to this trying-out process, we have a product which constitutes the essentials of formal geography.

The second characteristic of this formal geography course is a flat rejection of that interpretation of the correlation theory

whereby the formal aspect of a subject is made incidental to the cultural aspect. This sort of correlation is having its day at the present time, and is exemplified in both of our new State texts in geography. On p. 199, for example, of the elementary text, will be found map questions, which are at the same time cultural questions, and they occur, not alone under the caption "map questions," but are scattered along through the descriptive text. Also their selection and arrangement appear to be inspirational rather than inclusive and systematic. This method of interlarding the formal with the cultural phases is typical also of the advanced book (vide p. 108).

The geography scheme we are examining dissents from this sort of correlation, on the ground that it effects a division of the pupil's attention so that he acquires neither the formal nor the cultural material with any certainty. And so the reverse method is pursued, by which the formal work is segregated and taught by itself and for itself, with such a systematic arrangement and review as insures certain and ascertainable results.

The third marked character of this formal course lies in the method of its teaching. Emulative and game-like exercises are brought into requisition which sustain the pupil's enthusiasm and save the subject from that detestation with which he commonly regards it. And finally, following each division of the course, there occur tests and reviews which make the work absolutely sure and effective within the limits set. Two tests, in particular, are used. In the first the teacher points silently, on a wall map, to the features being studied; and the pupil writes their names, in a corresponding order, upon a spelling slip. This device is thus a test in spelling as well as in location. The second test consists in the filling of an outline map by the pupil. The problem of procuring these outline maps in quantity is easily met by having the pupil trace his own on transparent paper. (See this subject in our Bulletin No. 5, p. 4 and 5).

Descriptive Geography

The eliminations which, in the formal geography, aim to reduce that material to its essentials, are employed in the descriptive to a similar end. This descriptive geography has two marked features. First, it abandons the division of the earth's surface into political areas (as Egypt, Canada, etc.), and substitutes a division into *characteristic* areas (as the Nile region, the Amazon region, etc.). Professor Chamberlain, of Chicago University, first used this term, in a physiographical connection. But it lends itself as readily for the purposes of descriptive geography. The advantages

of the characteristic area over the political area, as a unit for study, are easily seen. In Egypt, for example, the *real* Egypt is that historic ribbon of green that flanks the Nile. All the rest is an integral part of the Sahara, political boundaries notwithstanding. Another striking example is seen in British America. If we accept this political division as our unit of study we have an unwieldly combination of the rude Eskimo and the highly cultured Canadian; the desolate tundras of the Arctic belt and the fine agricultural region fronting on our northern border. Obviously there are two distinct regions here, one of which must be studied by itself as Arctic America, while the other, in every aspect but the political, is one with the United States. In Europe, however, the political and characteristic areas are in nearly every case identical.

Having thus defined our areas for study, we set down for each a group of terse but descriptive statements which, collectively, seem to cover an ordinary cultural knowledge of the region. Each one of these statements, borrowing and somewhat adapting McMurry's term, is called a *lesson unit.* If these lesson units are properly conceived and stated, they constitute an epitome, or brief, of the essential description of the region, involving all the information which is universal to ordinary culture and excluding all that is special. For example, here are the lesson units for a descriptive treatment of Scandinavia:

> 1. Scandinavia is the ancient home of a vanished race of sea-fighters — the Vikings. 2. It is a region of rugged mountain scenery whose particular features are fiord and lake. 3. It is a region of long and snow-bound winters and short but genial summers. 4. It is "the land of the long night" and "the land of the midnight sun." 5. It is, save for a few cities toward the south, thinly populated by an industrious, frugal people, honest in their dealing, and kindly of heart. 6. The land is not adapted to supporting a large population, so the Scandinavians are notably a sea-faring people. 7. In the world's markets this region is noted for its coast fisheries, its lumber and its iron.

The units of a region once determined, each is taken up in order and made the basis of one or more lessons, according to its scope. To this end the teacher familiarizes herself with all the available supplementary reading that pertains; and is thus not only equipped in subject matter herself, but is in a position to economically direct a copious reading on the part of each pupil

in the class. In the primary grades this reading of course is done almost entirely by the teacher, who thus becomes a source of information, and imparts the substance to her class in the form of conversational talks. And as she usually illustrates roughly on the blackboard as she proceeds, they become "chalk talks." In the older grades, where the children themselves are able to read genuinely descriptive material, the aspect of the lesson changes somewhat. The pupils contribute substantially to the discourse, the teacher merely keeping the helm and filling in gaps. In these grades, also, the black-board drawing is used, wherever it enhances the visual image.

The pupils give back, orally, the material thus acquired, and at suitable intervals, write little topical accounts. In a subsequent discussion the teacher remedies such errors in content as these writings may reveal, and later still devotes a separate lesson to the errors in formal language.

In this richness of treatment the mere text-book content, although included, is only the hem of the garment. We should not be understood here as minimizing the value of the text-book, but on the contrary, co-operating with its author and amplifying its content according to the author's expressed intention. And as a final step in the descriptive treatment of a topic, the text-book pages are utilized as a summary and review.

Our present tendency is to refrain from going too far afield for supplementary matter. There is a great deal of juvenile reading afloat, purporting to be descriptive, but as a matter of fact containing little of actual description, and that often of a dubious authenticity. Page after page of inconsequent dialogue between Edward and his Uncle Samuel, or Lucy and her Aunt Julia, cannot by any stretch of the imagination be conceived to furnish description or local color. That the children like this class of print is not an ultimate test. They like any stories in which the characters talk a great deal. The best geographical reading, all things considered, is found in the frank, straightaway descriptive matter offered in the better class of geographical readers.

In such a scheme for descriptive geography, covering all the grades from the third to the eighth, just in what respects should the latter end of the work differ from its beginning? In a general way we may say that the lower grade work should present the spectacular, the panoramic, the wonder aspect, including the human interest where it is merely a matter of gaze and not a matter of reason. The third and fourth grade geography is filled with elephants and crocodiles, and slaves who carry ivory; of monkeys and screaming parrots; of dikes and windmills, and storks on the chimney; of people boring deep in the earth for

treasure, and climbing snowpeaks for adventure's sake; and of lonely dog teams, scudding over endless Arctic snows half lighted by the shaking aurora. In the latter work this wonder aspect must yet retain a place, but it gradually blends with the more significant phases of a human interest. The sunny South is still sunny, and the darkies still sing on the plantation, but the relation of cotton to slavery, and to the war, suggests itself; and also on the old battlefields a New South is rising, because she is building her own mills instead of paying high profits to those beyond her borders. Unless the upper grade work gave some sort of outlook on these things it would be merely the beginnings over again; merely an amplified and highly-colored Baedecker.

Some of the earth's areas seem especially adapted for the beginning of the course. The savage regions such as Central Africa, the Amazon country and Eskimo land, appeal mainly by their wonder aspect. But in France and Germany the other extreme is reached, where the spectacular has diseappeared and given place to rather more intimate social studies. And midway between these contrasts fall such topics as Holland, Scandinavia and China, rich in both sorts of material. Thus, in a very general way, the earth's characteristic areas strew themselves along the course of study, without, however, leaving any hard and fast lines; since the upper grade work is not a substitution for, but a development of, the other.

Physical Geography

In connection with the descriptive treatment of each characteristic area the physical geography of that area is taught. This includes the salient aspects of structure and climate, but not necessarily the underlying causes. In dealing with the Amazon region, in a lower grade, the pupil learns that it is a vast stretch of level lowland, dense with tropical forest; and that in the west, the north and the south are highlands where the rivers begin their flow. He does not, however, encounter any physiographic explanation of the origin of the Amazon plain, nor any conjecture as to whether the eastern plateaus are older than the Andes. He learns, further, that it is a very wet country, and that thunder showers drench the earth each afternoon. We carry this matter so far as to perceive a rainy zone encircling the earth in these parts, so that the Kongo country and Borneo are rain-drenched forest regions, too. And hence a conception of the equatorial rain belt. But the theory of rain-making itself, and of rain distribution, finds its place in a separate and more advanced course.

Physical geography, of late years, has been made a bugbear to the grade teacher by an insistence upon an elaborateness of appar-

atus which it is entirely beyond her circumstances either to procure or to utilize. Personally, I am hoping for an early reaction in this matter, on the very practical ground that most of the illustrative apparatus doesn't illustrate. For the first ten years of my geography work I pushed the sand table, for loyalty's sake, against my better convictions. We believe today that we are building more nearly adequate structure images by means of pictured relief than we ever did with sand. It seems to me the bounden duty of every geography teacher to relieve physical geography of this incubus of untested paraphernalia which has made it a *bete noire* to the grade teacher. There is that volcano, for example, made of sulphuric acid and sugar, secreted in a time and space consuming aggregation of junk. What are we after? An image of nature's most awful phenomenon: a tumult of earth fires making visible the lurid vastness of mountain, sea and sky. And what do we get? A board with a shovelful of dirt upon it, which (by appointment) voids a cupful of ill-smelling chemical! The only cataclysm in the entire event appears to be the disruption of the day's program. Surely, in such a case, we can accomplish truer results and at less cost by the free use of pictures, diagrams and description.

There is another class of experiments that seem not only more genuinely illustrative, but better adapted to the requirements and limitations of the school room. Such for example, is the rain-making apparatus described by Miss McFadden, in our Bulletin No. 2, p. 98. Here, it will be noted, the actual phenomenon transpires — the change from water vapor into rain.

An even simpler experiment deals with the percolation of underground water. Take a handful each of clay, vegetable mold and sand; lay them in a row on a board and fashion each into a rough hollow; add a hollow stone such as an Indian mortar, and we have four rough cups. Fill each with water and the stone and clay then illustrate impervious strata, while the sand and mold let the water pass away.

There are many other experiments as simple as these mentioned, in which the facts of physical geography are illustrated by the production of the actual phenomena. While, on the other hand, such unattainable things as volcanoes, thunder storms and glaciers are better handled in pictures, diagrams and description.

WALTER J. KENYON,

State Normal School, San Francisco.

Special Articulation of "R"

In almost every language—in singing or in declamation—an improper articulation of R is either lacking in energy or is flat and meaningless.

Expressions of admiration, of resolution, contempt, execration, or revenge can not be made impressive without the proper articulation of R.

Many vocal students, speakers and actors find much difficulty in giving to this articulation its peculiar rolling and vibrating utterance.

For the proper articulation, the tongue should vibrate on the lower front palate.

After having been originated and generated by the impulse of the breath coming from the lungs and passing through the glottis, the tone follows its upward direction and gives motion to the point of the tongue causing it to vibrate against a certain part of the lower front palate.

Some special exercises may help the student to master this.

There are three other articulations, T, D, and L, which have their palatal supporting points on the lower front palate. The fact of these being located very near to the palatal supporting point of R may guide the student to the exact location of the latter.

T has its palatal supporting point on the foremost part of the lower front palate.

D has also palatal supporting point on the lower front palate, but it is slightly further back than T.

L has also its palatal supporting point on the lower front palate, but it is further back than that of D.

R, finally, has its palatal supporting point on the lower front palate, still further back than that of L.

But uttering successively the articulations T, D, L, and R one may feel the exact palatal points struck by the tongue. It will be found that the supporting points of T, D, and L are so close to that of R that when struck successively by the tongue in special exercises they will direct and force the tongue towards the exact point of R, and thus enable the student to master this articulation.

The following exercises will enable vocal students, speakers, and actors to produce this articulation through the gradual retro-

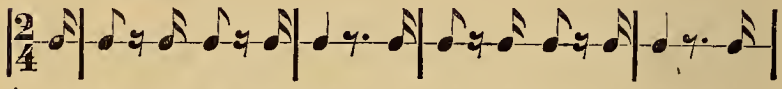
gressive movement of the tongue in giving the articulations of T, D, and L until R is reached.

Rythmic Exercise Conducive to the Proper Utterance of that Articulation

té	dé	lé	ré
tay	day	lay	ray

All the accented é's included in these exercises, which are following the articulations T, D, L, and R should take the sound of the Romanic vowel E, having for nearest equivalent in English in the sound of A, as in the word *baby*.

1. *Moderato.*

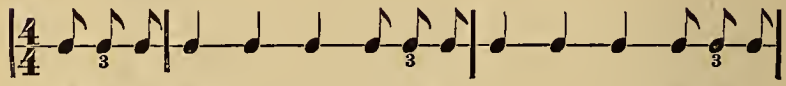


Té dé, té dé, té dé, té dé, té dé, lé ré, té
dé, té dé, té dé, té dé, té dé, lé ri, té
dé, té dé, té dé, té dé, té dé, lé ro, té
dé, té dé, té dé, té dé, té dé, lé ra.

2. *Moderato.*

Té dé lé ré, té dé lé ri, té dé lé ro, té dé lé ra.

3. *Moderato.*



Té dé lé ré ré ré, té dé lé ri ri ri, té dé té

ro ro ro, té dé lé ra ra ra

LOUIS CRÉPAUX.

History in the Elementary Schools

The Foundations of History

History is the story of the human group. If man has always been a "political," that is a social, animal, then history and geography are the oldest subjects in the curriculum, older even than articulate speech. The roots of history strike down to the very foundations of society. History began at the beginning. It must be venerable on account of age, if for no better reason. History is a record of human progress, the story of civilization. It reveals man's reaction upon and interpretation of, his environment. In endeavoring, therefore, to get at an analysis of the foundations of history as a school study, we must contemplate the subject under two aspects: first, the reaction, that is, what man has done in the world; secondly, his interpretation of his environment and himself, that is, how man has expressed his emotions, desires, ideas, etc.

We thus see that there are two points of view from which history may be contemplated, viz., action and interpretation; the realistic or physical side and the literary or spiritual side. Realistic history deals with bald facts. It is full of action. It purports to tell of the life of primitive men, of the tree dweller, the cave dweller, the early aryan period. It gives us vivid pictures of the development of the art of living. By aid of the reconstructive imagination of the writers of this realistic history we are furnished with minute and interesting accounts of the manner of life of primitive and pre-historic man. He is traced through various stages of culture from the anthropoid to the Yankee. In searching for materials out of which to construct such history, excavations are made, caves are explored, bones are exhumed, skulls are measured, relics of utensils and weapons are carefully treasured. The quest is always for the material thing, for the work of man's hands, the tangible results of his attack upon his environment. Coming down the pathway of civilization a little further, the realistic historian prefers to study Roman roads rather than Roman oratory. Appius Claudius, the builder, is a truer type of Roman civilization than Marcus Tullius Cicero, the orator. The cloaca maxima is a better index of Latin culture than the Aeneid of Virgil.

This materialistic view of history received a tremendous impulse with the general acceptance of the doctrine of evolution and the consequent great advancement recently made in the development of physical sciences. Herbert Spencer devoted his life to an attempt to prove that all social change and progress are subject to the same laws as those of physical evolution — and failed. Buckle accounts for most of the phenomena of civilization through the influence of physical environment. The physical agents by which the

human race is most powerfully influenced, he declared to be climate, food, soil, and the general aspects of nature. Since his time the materialistic historians have apparently vied with one another, and with much success, it must be confessed, in more or less fanciful attempts to explain all social, religious and political movements and institutions on the basis of struggle with physical environment. Carlyle with his great man theory has been ruled out. There is no room for transcendentalism in this system. It has only been within recent years that books have appeared on the relations of geography to history, but no text in history now has a ghost of a show unless it lays great stress upon the industrial side of social development. In history the prohphets, the heroes, the demi-gods have been ingloriously dethroned and the serf, and the peasant, and the fellah have at last come to their own. The pageantry, the romance, the poetry, the golden gowns and the purple robes are laid away in dusty recesses with Grote, and Gibbon, and Macaulay, and Prescott; while the printing presses are fairly travailing in the production of the dull but accurate realism of the learned Ph. D's.

A course of study based upon this materialistic view of history would read something like this:

1. Evolution of man from the anthropoid.
2. Arborial man.
3. Man as a cave-dweller — discovery and use of fire.
4. The tent-dwellers — the shepherd period.
5. Home building — development of agriculture.
6. Rise of towns—development of commerce and manufacture.
7. The industrial age — development of the factory system.
8. Age of industrial combinations — development of trusts and trades unions.

Now, let us glance, by way of contrast, at the other source or foundation of history, namely, man's interpretation of his relations to his environment. This we may call the literary, the spiritual aspect of the subject. Here, while not discarding nor even neglecting the material side, still attention is focused upon man's expression of his emotions and ideas as found in mythology, folklore, fairy tales, poetry, romances, art, music, philosophy, architecture, etc. The beginnings of history in the grades would thus be mythology. Literature and history would go hand in hand. Old Greek life would be learned from the Iliad and Odyssey rather than from the Lions of Mycenæ or the Vaphio cups. Romulus and Remus and Horatius at the bridge and the mother of the Gracchi would rank at least equal in value to a rude cut of a

Roman coin. The pomp and panoply of war would not wholly give way to economic statistics. The stirring ballad, the song of triumph, the epic in which men of all ages have expressed their profoundest emotions and thoughts would not be discarded to give room for interminable bibliographies.

This literary and romantic side of history has been largely emphasized in the past. Language, literature and history formed the sequence of subjects. Greek history was taught in connection with Homer and Xenophon, and Roman was sandwiched in with Cæsar and Cicero. A ground plan of a course of study built along these lines might appear as follows: Mythology, legends, folklore, fairy tales, stories of heroes, early ballads, epic poems, orations, polemics, etc. This, of course, is the traditional plan. It has a distinctively classical flavor. It was supposed to stand for culture, while the modern industrial course represents the utilitarian idea, "Nothing is true that is not of use."

It was doubtless inevitable and beneficial that a reaction should take place against the classical or "culture" view of history and that the materialistic and utilitarian features should be emphasized. The movement is a necessary response to the demands of the age. The question is not should the reaction have taken place at all, but is there danger that it will go too far to the other extreme? Is it not possible that history, as well as other subjects, is losing by the transformation some of its former aesthetical and ethical influences? May not the haste with which historians and instructors have succumbed to the industrial cult result in the surrender of the most potent weapon of defence we possess against the tide of materialism and commercialism that threatens to sweep us off our feet? These are questions well worth considering. After all, however, the real student of history is seeking after truth, let it be ethical or not, and it cannot be denied that the economic factor in history has been of tremendous importance in shaping the destinies of nations and must no longer be overlooked. There need be no conflict between the two views of history — there is no conflict between them. When once it is realized that no history is complete that does not reveal both the facts of man's struggle with his environment and his interpretation of these facts, then the perfect histories will be written. Earnest writers and teachers are everywhere striving to reach the desired happy medium. The next article of this series will deal with a working program embodying the above idea.

W. F. Bliss,

State Normal School, San Diego.

Books and Magazines

The November *World's Work,* under this head, contains the last of a series of ten reports of first-hand investigations of American schools by Adile Marie Shaw, a series which should at once be published in book form and widely read.

How Successful are the Public Schools

"After examining public schools in many parts of the United States for a year, I conclude this series of articles with a summary of the greatest needs that impressed themselves upon me.

"Physically the results are meager. A careful study of people in city or country will prove it. One needs no physician's certificate to see the signs of disease due to ignorance. They are depressingly, even offensively, frequent. One sound, firm, well-proportioned, clean-skinned, genuinely graceful human being rivets the eyes of a whole crowd. Now, with such a public school training as is given at Menomonie, Wis., most children would grow up with this strength, beauty and grace.

"Mentally, the showing is hardly less meager. The measure of mental training is the power to reason. If the graduates of public schools had learned to reason they would not be gulled over and over by the same lying advertisements, they would not be the readiest dupes of yellow journalism, there would be more conversation and less drivel; imagination would make simple and inexpensive pleasures more acceptable. The final touch stone of decision would not be immediate personal pleasure, and there would be less living from hand to mouth, more thought of the future.

"Morally, the school showing is poorer still. There are, of course, in great cities, many influences that suggest the getting of money without work. The schools do not counteract these influences as they might. In one of our city high schools, several thousand girls daily trudge up and down stairs to their recitations, carrying luncheons, pencils, books, papers, all their school possessions, in bags and suit cases, because, as a teacher explained, 'It wouldn't be safe to leave anything a minute; it would be stolen.'

"Compared with other nations, we are not a race of weak-bodied, weak-minded, pagan people, but, compared with what we might be, we are all these things! Our public school graduates make the bulk of the educated population; and, if the schools were everywhere and in all ways what they are in some ways in certain places in the United States, we should be truly great."

One of the principal and important causes that retard the full development of the schools is the careless selection of teachers. It is the battle of the children that the higher standard is fighting. Inefficient boards of education is a second weakness. Every kind of

school position, a country schoolmaster's, a County Superintendent's, a State Superintendent's, is still "in politics." Another grave cause is public ignorance of the schools. A well-conducted national campaign of education, showing to the taxpayers of each school center results obtained elsewhere would make the beginning of a revolution.

Again, there is a woeful lack of effective organization among teachers. The teachers of Philadelphia have recently obtained a considerable increase of salary by organizing. Everywhere I went schoolroom furniture and its arrangement seemed to have their share in producing discomfort and helping deformity. The pitiful fact is that few places are aroused to the necessity of securing and paying for the best teaching in their schools. Modern fads, when they are properly taught, are merely common sense in the schoolroom, the use of material hitherto wasted, by which children are given the practical control of their powers. It is an ignorant man who is satisfied with the public school system of the United States; and a very ignorant man who is not proud of it. Our devotion to our public schools is too much like the devotion of the mother who thinks that to see the faults of her children indicates a lack of love.

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The Congress of Education at St. Louis

We have been looking forward to the meeting of the Department of Education of the International Congress of Arts and Science at St. Louis, with the knowledge that the discussions of education there would be of an epoch-making character. The November number of the *Educational Review* contains four of the papers which were read there from which we present the following brief digest of conclusions:

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Need for the Recognition of a new Principle

In discussing "Educational Methods and Principles and Principles of the Nineteenth Century," President Arthur T. Hadley of Yale, said: "A feature which has distinguished that century, in almost every department of human affairs, has been its emphasis on the rights and powers of the individual. In all the varying fields of human activity we have tried to give each man the chance to form his own conceptions of happiness and success, and pursue them in his own way. It was inevitable that the same tendency should have shown itself in our educational ideals and methods. Where earlier centuries strove to establish types of character, or of

thought, or of conduct, and make individual boys and girls conform to these preconceived types, we have tried rather to take actual boys and girls, actual men and women, and make the most of their several capacities. We no longer seek to maintain standards; we seek to accomplish results. We try to fit the pupil to do something. If our ideals are high, we wish to enable him to do something to benefit his fellowmen. If they are a little lower, we teach him to do something which will increase his reputation. If they are on that low plane which always characterizes a certain proportion of our professional teaching, we are chiefly concerned to prepare him to make money. If a boy pays for his education it is logical and right to give him the kind of education that he himself wants; but if the public pays for his education, it seems logical and right to give principal emphasis to the things the public wants. The public end of education is to teach the pupil to do his duty as a member of a free community. It is a purely private end to teach him to make as much as he can out of his fellow-members in that community. I believe that our present-day emphasis on the development of the individual represents an incident in educational progress rather than a fundamental principle which will underlie and control all the intellectual activity of the future. Without in the least detracting from the great and untold value of educational liberty we may yet feel that the present moment is one for caution in applying this principle rather than for emphasizing its universal beneficence; and for laying our chief stress on the teaching of those ideas and methods, the training of those habits and emotions, which are essential to the well-being of the body politic.

* * *

This Manual is designed for the use of students in the secondary schools. Its purpose is to introduce them to the essential facts of Greek literature. It traces the history of Greek literature from the beginning to the time when it was overshadowed by the triumph of Christianity. There is a shock in store for teachers of Greek in our secondary schools when they take it up and examine it. The shock will come when they discover what subjects are considered meet for French secondary school pupils and contrast them with the presentation of the same branch in our own schools. It is safe to say that one who studies Greek there learns something of the Greeks, their ideas, and their accomplishments, and a perusal of this book

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An abridged History of Greek Literature, by Alfred Croiseb, Dean of the Faculty of Letters of the University of Paris, and Maurice Croiseb, Professor of Greek Literature in the State College of France. Translated by George F. Heffelbower, A. M. New York: The Macmillan Co.

will make it plain that the study of Greek must be something more with us than the study of Greek grammar. The translator and the publishers of this volume are to be thanked for having produced and circulated a work which will work something of a revolution in the minds of Greek teachers, changing their attitude markedly toward their teaching, and at least making it possible for pupils in their classes to learn something worth while, which they can carry away with them after the school course is finished. The value of the work is not limited to the uses which secondary teachers can make of it. It will be just as useful to college teachers and students. We are assured in the preface that it is not a work of erudition. And, in a sense, it is not, yet few college students ever see a book which contains so complete an account of Greek thinking as this volume does. The larger work of which it is an abridgment is an accepted masterpiece on the subject. The smaller work, which requires nearly six hundred pages, is amply sufficient for all but experts in philology and criticism. If the brilliance of the French original has been in some measure lost, the translator has turned it into a clear and more than usually pleasing English style. We are not of those who condemn the study of Greek as Greek, or Latin as Latin, but the study of these subjects as it is usually conducted in schools does not seem to us to be worth while, or to accomplish any of the purposes of education. The French and the Germans get more out of these subjects than we do. We can well afford to take a leaf out of their school practice in regard to them. Such a book as this should be in the hands of every teacher of Greek, and should not only be accessible to, but should be regularly used by every student in his classes. It should immediately get a place in the library of the high school

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It is safe to say that this is the best book which we have upon the very important subject of school management. It is written by one who has been markedly successful in conducting school work, and it embodies not only the results of many years of practical experience, but, what is more important, the results of many years of study and reflection upon school problems. It is written not so much for the technical student of education as for the teacher in the classroom. If I were asked to teach school with just one book on my table in addition to the text-books used in my classes, or to name one book which would be profitable for all teachers to read and study, and to keep constantly at hand, I should name a work on school manage-

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School Management, by Samnel T. Dutton, Professor of School Administration in Teachers' College, Columbia University. New York: Charles Scribner's Sons.

ment, and until I find a better one, I should name this one. I would name it because I believe that intellectual strength and success at school depends just as much on proper ventilation of the schoolroom, the conduct of the playground, the manner and behavior of the teacher, the kind of atmosphere and discipline that she keeps, and the methods that she uses, as upon the subjects which she teaches. And inasmuch as the works on school management are the only general manuals or encyclopedias of these subjects which are readily accessible to teachers, I should recommend one of these.

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This is the fifth volume of the series on special methods, the earlier volumes being on English Classics, Primary Reading, History and Geography. The series, when complete, will contain eight volumes, the sixth on Manual Training and Construction Work, the seventh on Language, and the eighth on Arithmetic. In addition we already have the books on General Method, and the Method of the Recitation. When completed this series will offer a sizable and fairly thorough guide in the teaching of each one of the subjects of the common schools, and because of its worth claim a place in every teacher's library. In addition to his Special Method in the Teaching of Geography Dr. McMurry has already published a little book of "Type Studies from United States Geography," and another one on "Excursions and Lessons in Home Geography," while a separate volume of "Science Lessons for Primary Grades," is now in press, and two other volumes of science lessons for intermediate and grammar grades are promised. By the publication of these volumes he will influence the character of the teaching in the public schools more completely than any other educational worker among us. And when the uniformly high character of his discussions is considered we are forced to congratulate the schools that he has carved for himself so large a task. The scientist who writes a text-book for schools approaches his subject from the standpoint of formulated science. What a child wants is to better interpret the already familiar things around him. The scientist does not help him much in this. Yet all science grew up in this way and must grow up in him in this way. This is the point of view from which this book is written. Science teaching has had several aims — to deal with Nature's wonders, to train the observation, to discipline the mind, to impart a knowledge of science, etc. Dr. Murry believes that with these and through these it should appeal to the

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Special Method in Elementary Science for the Common Schools, by Charles A McMnrry, Ph. D. New York: The Macmillan Co.

learner's instinctive interests because it reveals the physical world to him and to his needs. It thus enters into his life and becomes a part of his character. The question of method in science is how to get the problems before children in such a way as to bring them to the best exercise of their own individual powers in solving them. Why is it that the very men who have fought most valiantly against the doctrine of formal discipline still preserve its befogging terminology in their writings? But this aside, a work on the teaching of science in the common schools must stand or fall by the course of study which it outlines. That is the important feature of this book.

* * *

A Lesson in Civics by Judge Peter S. Grosscup

The paramount danger of the corporate policy prevailing in America lies not so much in what specific thing a corporation may do, as in the fact that, in its practical operation, that policy excludes from participation in this already wide and increasing field of American property, the ordinary American citizen as an owner.

I speak now not of the cause, but of the fact. I know, as well as any one, that under the law, corporate ownership, like the ownership of real estate, is open alike to all.

But I know also, as does every observer of events, that in the face of existing conditions, this vast portion of our country's prosperity, already more than one-fourth in value, and probably one-half in its influence upon the citizenship of the country, is, as an opportunity to proprietorship, a field closed to those not educated in the intricacies of corporate organization and management.

The paramount aim, in any solution of this great problem, must be to fit this new form of American ownership to the industrial life of a republic. Ours is a government of the people, by the people, for the people. The policies that relate to property must, in such a government, conform themselves to the popular instincts. A government by the people cannot long endure whose property laws, either purposely or incidentally, create a distinctive property-holding class.

I hope to see the day when this new form of American property will invite, and worthily invite, the participation of all; when corporate ownership will be diversified as widely among the people at large, and with as much safety to them, as other forms of property; when the salesman will aspire to own an interest in the incorporated mercantile company; when every turn of the wheels of the locomotive will mean so much increment to the interest of the engineer and fireman in the cab; when every bar pulled out of the furnace will add a little to the possessions of the men who handle

the tongs; when the clerk will be interested in the things that lie behind the counting house; when corporation ownership from one end of the country to the other will be safe from industrial pirates, and open to such honest venture, on the part of all, as gives to the life of the American a patriotic and conservative interest.

The first step to this end, and the great step, is to nationalize the corporation. Five and forty masters now ordain its policies; it should be governed by one master and one policy.

The corporation is no longer the sole concern of the State where its books happen to be kept, or its directors meet; it has become the concern of the whole country over which its enterprises reach. The day of the New Jersey policy has gone, the day of the New York policy has gone, the day of the Iowa policy has gone.

The day has come for an American corporate policy.

I speak for the nationalization of corporations tonight, not as the enemy, but as the friend of property; not as the enemy, but as the friend of the toiler who seeks opportunity to turn some portion of his earnings into property; not as the enemy, but as the friend of those who, in honest corporate enterprise, push forward the increasing progress of mankind.—*Minnesota School Journal.*

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Disraeli on Education

Disraeli held that the secrets of success in life are: knowledge of your own capacities, constancy of purpose and mastery of your subject. He laid especial stress upon the first-named qualification, "What we want is to discover the character of a man at his birth, and to found his education upon his nature." And again: "Until men are educated with reference to their nature, there will be no end of domestic fracas." It was his conviction that national literature ought to be native and not imported. "The duty of education is to give ideas. When our limited stock of ideas was embedded in the literature of two dead languages it was necessary to acquire those languages. But now each Nation has its literature. Let education be confined to a national literature, and we should soon perceive the beneficial effects upon the mind of the students. Study would then be a profitable delight. I pity the poor victim of the grammar and the lexicon. The Greeks, who were masters of composition, were ignorant of all languages but their own. They concentrated their genius on the study of expression in one tongue. To this they owe the blended simplicity and strength of style which the imitative Romans, with all their splendor, never attained." Disraeli asserted that the mere fact of

copying or assuming ideas deprives them of their native virtue, and that all which is second-hand loses the vigor and flavor of its originals in imitating them.—*N. Y. Sun.*

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BOOKS RECEIVED

"Education of the Wage-Earners," by Thomas Davidson. Boston: Ginn & Co.

"Early American History for Young Americans, by Henry Sabin and Eldridge H. Sabin. Boston: Educational Publishing Co.

"Excursions and Lessons in Home Geography," by Charles A. McMurry. New York: The Macmillan Co.

"Type Studies from United States Geography," by Charles A. McMurry. New York: The Macmillan Co.

"The Adventures of Pinocchio," by C. Collodi, translated by Walter S. Cramp. Boston: Ginn & Co.

"Ancient History," by Philip Van Ness Myers. New York: The American Book Co.

"Elementary Guide to Literary Criticism," by F. V. U. Painter. Boston: Ginn & Co.

"Readings in European History," Vol. I, by James Harvey Robinson. Boston: Ginn & Co.

"A History Syllabus for Secondary Schools," by a Committee of the New England History Teachers' Association. Boston: D. C. Heath & Co.

"Five Little Strangers," by Julia A. Schwartz. New York: The American Book Co.

"The Life and Adventures of Robinson Crusoe," by Daniel Defoe. Pocket Classics Series. New York: The Macmillan Co.

"Brief German Course," by C. F. Kayser and F. Montser. New York: The American Book Co.

"Four American Indians," by E. L. Whitney and F. M. Perry. New York: The American Book Co.

"The School Chemistry," by Elroy M. Avery. New York: The American Book Co.

"Exercises in Alegbra," by E. R. Robbins and Frederick H. Somerville. New York: The American Book Co.

"Commercial Law," by D. Curtis Gano. New York: The American Book Co.

Official Department

STATE BOARD OF EDUCATION

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FREDERIC BURK.....President State Normal School, San Francisco
THOMAS J. KIRK, *Sec. of Board*.....Superintendent Public Instruction, Sacramento

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State Board of Education Meeting

SACRAMENTO, Cal., December 3, 1904.

A meeting of the State Board of Education, pursuant to call of the Secretary, was held this day at the office of the Superintendent of Public Instruction in the Capitol.

The meeting was called to order at 10:30 A. M.

In the absence of Governor Pardee, President of the Board, President Wheeler, of the State University, was chosen chairman *pro tem.*

On roll call the following members were shown to be present: Morris E. Dailey, President State Normal School, San Jose; J. F. Millspaugh, President State Normal School, Los Angeles; C. C. Van Liew, President State Normal School, Chico; Frederic L. Burk, President State Normal School, San Francisco; Samuel T. Black, President State Normal School, San Diego; Benjamin Ide Wheeler, President of the State University, Berkeley; Thomas J. Kirk, Superintendent of Public Instruction and ex-officio Secretary of the State Board of Education.

The following members were absent: Governor George C. Pardee, President of the Board; Dr. Elmer E. Brown, Professor of Pedagogy State University, Berkeley.

STANDING COMMITTEES.

Mr. Black, for the Committee on California Life Diplomas and Documents, submitted the following report, which was on motion adopted:

HIGH SCHOOL LIFE DIPLOMAS

Corinne Carter, San Diego; Will L. Frew, Los Angeles; Julius C. Hammel, Alameda; Charles E. Keyes, Alameda; Mary Nina Martin, Los Angeles; Mary A. Pillot, Santa Clara; Katherine B. Ross, Los Angeles; Rose Ryan, San Francisco; Kate E. Smith, Los

Angeles; Grace Douglass Temple, Santa Clara; Charles Lincoln Williams, San Diego; Leila Glenn Bovard, San Bernardino.

GRAMMAR LIFE DIPLOMAS

Mary H. Anderson, Los Angeles; Goldie M. Bacon, San Joaquin; Berta M. Baker, Fresno; Mary C. Biffer, Los Angeles; Mrs. Mellie Bradshaw, Mono; Bertha H. Breckenfeld, Los Angeles; Sara Burke, Los Angeles; Eleanor A. Carlson, Santa Clara; Nellie M. Cavanaugh, Santa Clara; Mary Jean Clarke, Los Angeles; Ida Bell Clay, Los Angeles; Ada Hughes Coldwell, Alameda; Adella Cook, Santa Clara; Alice Cecelia Cooper, Los Angeles; Mary F. Corkery, Santa Clara; Sarah Hughes Cornell, Santa Clara; Mary E. Crowfoot, Fresno; Janet M. Cutter, Santa Clara; Ona V. Dick, Los Angeles; Rosetta C. Fishburn, Los Angeles; Grace A. Fogg, San Joaquin; Mabel K. Fox, Shasta; Christine Gansner, Plumas; Carrie E. Ganter, Mendocino; Georgia L. Garrison, Fresno; Virginia Ellis Garrison, Fresno; Laura Cronkite Geisendorfer, Sacramento; Grace N. Gibson, Alameda; E. P. Gleason, Yuba; Margaret E. Glick, Los Angeles; Alice Haney, Fresno; Hobart W. Heiken, Santa Clara; Bettie M. Heiskell, Fresno; Emma Hiatt, San Diego; Julia A. Jones, Mendocino; Blanche A. Kious, Santa Clara; Mary I. Kirtley, Mendocino; Mary Koerber, Santa Clara; Martha E. Laird, Los Angeles; Clarence Wilt Leininger, Trinity; Maude C. Martin, Fresno; Elizabeth Carroll McCarthy, Los Angeles; Carrie A. Miller, Los Angeles; Mabel Minard, Fresno; Katherine Meyers, Los Angeles; Eliza P. Myrick, Los Angeles; Alice R. Norton, Santa Clara; Anna J. O'Connor, Solano; Theckla Ousterhout, San Bernardino; Louise T. Pendola, Mariposa; Sarah T. Pepper, Los Angeles; Leila I. Pfeuinger, Los Angeles; Elizabeth Price, Mendocino; Esther M. Provence, Stanislaus; John Stephen Reid, Trinity; Alfred D. Roberts, San Francisco; Alma L. Roberts, Los Angeles; Louise Runckel, Placer; Jay A. Rydberg, Stanislaus; Caroline A. Sharp, Marin; Hugh H. Shuffleton, Jr., Shasta; Emily S. Smith, Solano; Susie M. B. Spooner, San Joaquin; Dorothy Deering Spafford, San Luis Obispo; Alice Stevenson, Butte; Theresa Van Dompselaar, Los Angeles; Ida B. Waltenspiel, Santa Clara; Ray C. Weeks, Mendocino, Jacob D. Wimer, San Joaquin; Beverly W. Wood, Shasta; Edna R. Woodis, Santa Clara; Lena V. Yager, Los Angeles.

UNIVERSITY DOCUMENTS

Emma Stoer Barham, Alameda; Clarence William Edwards, Fresno; Alys L. Kemble, Alameda; Nathaniel Sanders, Stanislaus; Katherine M. Layne, San Bernardino.

NORMAL DOCUMENTS

Stella I. Bollong, Los Angeles; Jennie H. Boyle, Chico; Mary Carroll, San Jose; Mrs. O. A. Charlton, Los Angeles; Ruth M. Cooper, Los Angeles; Grace D. Cuthbertson, San Jose; Ona V. Dick, Los Angeles; Rosetta C. Fishburn, Los Angeles; Iva Gelatt, San Jose; Myrtle E. Johnson, San Diego; Julia A. Jones, San Jose; Elizabeth S. Kelly, San Jose; Cecilia C. Lark, San Jose; Wilhelmina J. Lepley, Los Angeles; Phoebe Lowrie, San Jose; Jennie Madden, San Jose; Helen E. Matthewson, Los Angeles; Josie McCabe, San Jose; Alice R. Norton, San Jose; Elizabeth Quinlan, San Jose; Banna L. Rolfe, Los Angeles; Ada V. Rucker, San Jose; Marie Sableman, Chico; Elizabeth M. Sargent, San Jose; Nellie E. Snowden, San Jose; Isabel C. Sylva, Los Angeles; Mrs. Emma C. Wisler, San Diego.

SPECIAL LIFE DIPLOMAS

Mary H. Anderson, drawing, Los Angeles; Ada Hughes Coldwell, drawing, Alameda; W. A. Ellis, bookkeeping, arithmetic, stenography, typewriting, penmanship and commercial law, Los Angeles; Claude A. Faithful, Sloyd, Los Angeles; Alfred E. Roberts, mechanical drawing, San Francisco; Mrs. Alice Shields, Sloyd, Los Angeles.

Mr. Van Liew, for the Committe on Accrediting of Kindergarten Training Schools, submitted the following report, which was on motion adopted:

Your Committe on the Accrediting of Kindergarten Training Schools reports herewith that it has received and examined applications for accrediting from:

1. Drake University Kindergarten Training School, Des Moines, Iowa.
2. Kindergarten Department, State Normal School, Greeley, Colo.
3. Kindergarten Training Department, Pratt Institute, Brooklyn, N. Y.
4. Miss Wheelock's Kindergarten Training School, Boston, Massachusetts.
5. Kindergarten College, Pittsburg, Pennsylvania.
6. Kindergarten Dept. Wisconsin State Normal, Milwaukee.
7. Miss Wheeler's Kindergarten Training School, connected with the "Frœbel School," Providence, R. I.
8. Kindergarten Training Department of State Normal School, Fredonia, N. Y.

We recommend that the applications of these institutions be granted.

We further recommend that the rule under which graduates of accredited Kindergarten Training Schools may be certified (see Bulletin No. 34, Dept. of Education, under date of June 18, 1904), be amended by the addition of the following words, to be labeled (c), "graduates of accredited California Kindergarten Training Schools who have shown special fitness and skill in practice may be certified without the evidence of twenty-seven months' experience, provided they present a recommendation to that effect from their principals."

Charles C. Van Liew, Chairman,
J. F. Millspaugh,
Benj. Ide Wheeler,
Committee.

Mr. Burk for the Committe on High School Credentials submitted the following report, the same being adopted:

The report is as follows:

Sacramento, Cal., Dec. 3, 1904.

To the State Board of Education —

Gentlemen: Your Committee on High School Credentials beg leave to report that they have examined the applications of the persons named below for Special High School Credentials and submit the following recommendations:

We recommend that the following named persons be granted Special High School Credentials:

Mr. Archibald J. Cloud, Oakland; Mrs. Tamar Gray Cole, Los Angeles; Mr. John Crowley, Reedley; Mr. Benjamin M. Davis, Point Loma; Mr. Halsten Olson Eggen, Berkeley; Miss Blanche K. Freeman, Stanford University; Mr. Edward Charles Harwood, Upland; Miss Estelle Adelaide Leach, Pasadena; Mrs. Frances McCray Los Angeles; Mr Chester Joseph Marshall Claremont; Mr. William H. Matlock, Berkeley; Miss Mary E Phelps, Pasadena; Miss Mary M. Pitcher, Oakland; Miss Grace Ione Post, Redlands; Mr. Don David Sturgis, Nevada City; Miss Gertrude Upton, Berkeley; Mrs. Eliza H. Yocum, San Francisco.

We recommend that the following named persons be granted Special High School Credentials when they have become residents of California:

Mr. Lawrence W. Carr, Ashby, Massachusetts; Miss Lulu G. Eldridge, Neponset, Illinois; Miss Alice E. Gregory Indianapolis, Indiana; Mr. Lucius D McKinley, Reno, Nevada; Mr. Washington Wilson, Bellingham, Washingtou.

FREDERIC BURK,
J. F. MILLSPAUGH,
M. E. DAILEY,
Committee.

Mr. Kirk called attention of the Board to the case of Mr. Don D. Sturgis, whose application for the Special High School Credential had just been granted. He stated that Mr. Sturgis was teaching, without proper license, in the Nevada High School. The Board directed the Secretary when sending out the credential to call attention to the fact that the certification law had been violated and warning the school officials of Nevada County not to permit a repetition of the act.

Mr. Dailey, for the Committee on Accrediting of Normal Schools, Life Certificates and Diplomas of other States, submitted the following report, which was on motion adopted:

To the State Board of Education —

GENTLEMEN: Your Committee on the Accrediting of Normal Schools, Life Certificates and Diplomas of other States, beg leave to submit the following report:

We recommend that the Normal Department of the Highland Park College of Des Moines, Iowa, be not accredited.

We recommend that the Montana Life Diploma be placed on our list of accredited State Documents.

In reference to the application of the State Normal School of Maryland, at Baltimore, for accrediting, we ask for further time in order to investigate the standing of that institution.

Respectfully submitted,
MORRIS E. DAILEY,
SAMUEL T. BLACK,
FREDERIC L. BURK,
Committee.

The Committee on Grievances submitted the following report in reference to the charges heretofore presented against George R. Ray, the holder of a Special High School Credential:

WHEREAS, Certain serious charges reflecting upon the character and professional standing of George R. Ray, of Spreckels, Cal., the holder of a Special High School Credential, have been made by the Board of High School Trustees of Chico, Cal.; and

WHEREAS, In response to a citation by this Board to said Ray to appear before it and show cause why his special credential should not be revoked, the defendant has forwarded his declination to appear before the Board and meet the charges against him, and has sent in his High School Credential with the accompanying statement that he would not again engage in teaching, thus in effect admitting the truthfulness of the charges; therefore

Resolved, That this Board do hereby formally revoke said Special High School Credential of George R. Ray.

J. F. MILLSPAUGH,
C. C. VAN LIEW,
BENJ. IDE WHEELER,
Committee on Grievances.

The report was adopted, and the Secretary instructed to cancel and destroy the Special High School Credential granted to said George R. Ray.

The Committe on High School Text-Books, in the absence of the Chairman, was not ready to report, and on motion the matter was postponed to the next meeting.

Mr. Burk introduced the following resolution which, after some discussion, was adopted:

Resolved, That all business, or discussion of business, between the State Board of Education, its committee or members, and the publishing companies or their agents, relative to the adoption of text-books, shall be transacted in open meeting of the Board or committee, or by correspondence directed to the committee or Board; and in pursuance of the spirit and intent of the resolution, be it further

Resolved, That any attempt on the part of representatives of these publishing companies to discuss said business matters with members of the Board individually, or with any reader or official in any way connected with said business, and any attempt to compromise or in any other way, direct or indirect, to affect the independent judgment of any one connected with the selection of said text-books, shall be deemed sufficient ground for the rejection from the consideration of any book or books submitted by the publishing

company permitting its representatives thus to violate the intent and spirit of these resolutions.

The Board took a recess at 12:30 P. M. to 1:30 P. M.

AFTERNOON SESSION.

The Board reconvened at 2 o'clock P. M. with the same members present as at the morning session.

The report of the State Text-Book Committee was read by Mr. Kirk.

Mr. Van Liew then offered the following resolution, which was on roll call adopted by the following vote: Ayes — Dailey, Van Liew, Millspaugh, Black, Burk, Kirk, Wheeler, 7; noes — none.

Resolved, That the report of the Text-Book Committee be adopted and spread upon the minutes; that the price of the Introductory United States History be fixed at 45 cents at Sacramento, and at 55 cents by dealers to pupils; that the use of said book in the public schools of the State in the grades for which it is adopted is hereby ordered, and that the Superintendent of Public Instruction, the Secretary of the Board, be authorized to issue notice of this action in pursuance of his duty as set forth in Subdivision 4 of Section 1874 of the Political Code.

Mr. Burk introduced the following resolution, which was adopted:

Resolved, That the Text-Book Committee in making reports relative to the adoption of text-books, requiring the approval by this Board, is requested to state the basis or grounds upon which the selection has been made and to present such other data necessary and essential for intelligent judgment and action by the Board.

Mr. Kirk, for the State Text-Book Committee, stated that the Committee hoped to be able in a short time to make its selection, and that the members of the Board might anticipate being called together again within a short time. The hope was expressed by members of the Board that the meeting would be held in San Francisco.

Mr. Kirk made brief statement to the Board in reference to the inadequacy of the funds allowed the Board for printing, and further stated that no funds at all were allowed for postage or expressage, and that the demands upon his office were greater than could be met.

Mr. Black thereupon moved that it be the sense of the Board that $600.00 should be allowed by the Legislature for the Board's printing for the next two fiscal years. The motion was carried.

Mr. Black also moved that the Legislature be requested to appropriate the sum of $500.00 for postage and expressage for the

State Board of Education for the next two fiscal years. The motion was carried.

The special committee appointed by the Board at its meeting on September 10, 1904, to consider the resolution introduced by Mr. Dailey in reference to the practice teaching required by the rule adopted by the Board on September 14, 1901, was not ready to submit report and the matter was put over to the next meeting.

There being no further business the meeting adjourned at 2:45 P. M.

* * *

The State Text-Book Committee

Information having come to this Committee that the system under which it secures the advice of competent readers before adopting new matter for the State text-book series has been of late the subject of unfavorable comment, the Committee has investigated such complaints against that system, and has questioned those who have made such complaints, or are understood to have knowledge relating to the cause of such complaints. As a result of this investigation, the Committee has concluded that the adverse criticism of its system of advisory readers is not well grounded. and that in all essential particulars that system is working satisfactorily, assuring to the Committee an abundance of impartial and intelligent educational opinion with reference to each text which comes under its consideration.

It is evident, however, that the system may still be improved, and to that end the following recommendations and regulations are adopted: The names of the readers of any text or set of texts should not be given out until after the date on which the reports of such readers are due at the office of the State Text Book Committee, nor until such reports have actually been rendered. No communication, direct or indirect, can be permitted between any reader of any text, and any representative of any publishing house submitting text matter for adoption in the subject of that text, with reference to any of the text matter so submitted for adoption. Communication between readers and members of the State Text-Book Committee and the State Board of Education, with reference to such text matter, is permissible, but no member of the State Text-Book Comimttee, nor of the State Board of Education, is at liberty to influence, nor endeavor to influence, any reader with reference to the opinions to be expressed in such reader's report to this Committee.

This Committee objects strenuously to the circulation, by representatives of publishing houses, of unverified reprots reflecting

on the impartiality of its readers. This Committee will henceforth regard campaigning of any sort within the State, by representatives of publishing houses, for or against any book which has been submitted to the Committee for adoption, and is at the time under consideration by the Committee, as of undoubted impropriety, and it hereby requests that such campaigning be discontinued. All statements which representatives of publishing houses may wish to make concerning the merits of books which they have submitted for adoption should be made directly to the State Text-Book Committee.

The State Text-Book Committee wil use its utmost endeavor in the future, as it has done in the past, to secure the selection of text-book matter for use in the State solely on the grounds, first, of merit, and secondly, of economy. While it is happy to acknowledge the assistance it has received from its readers, it always has taken and still takes the full responsibility for the adoption of text-book matter, subject to the approval of the State Board of Education. In the endeavor to maintain the text-book business of the State on a high plane, in keeping with the great educational interests of the State, it asks for the co-operation of all persons concerned, including the representatives of the publishing houses with which it may have to do.

Copy of letter sent to prospective readers, Nov. 28, 1904:

Dear Sir: Believing that your opinion will be valuable in the selection of matter for a series of text-books in grammar, the State Text-Book Committee hereby invites you to make a comparative examination of a number of books on the subject, and directs me to ask the following questions:

First — Is there any reason, by way of connection with any publishing houses or agents, or of testimonials or opinions already expressed with reference to texts on this subject, why you could not give an unbiased opinion of the comparative merits of the texts, on said subject to be submitted to you?

Second — Are you willing to make such examination, and, in addition, to keep your identity as examiner of the submitted texts unknown until your report has been sent to this office?

Please answer immediately, and oblige,

Yours respectfully,

J. H. Strine,

Secretary State Text-Book Committee.

A LETTER FROM DR. BURK

The irresponsibility of sensational journalism was displayed in some of the newspaper reports of the last State Board meeting under flash headlines. President Burk some time ago was approached by an agent of one of the book companies who offered an insinuating reflection upon Mr. Kirk's integrity, but admitted, on questioning, he had no proof. Feeling that such irresponsible insinuations should not be peddled about, Mr. Burk reported the matter to Mr. Kirk, who, after consultation with the Governor and other members of the Board, decided to bring the offending agent before the Board and give the matter investigation.

It is unfortunate that the policy of Mr. Kirk and the Board to give frank publicity to their acts should be made an opportunity for sensational misrepresentation by the press.

The following correspondence is self-explanatory of the real facts:

My Dear Mr. Kirk: The inclosed is a copy of a letter I have sent to the Examiner after reading the report this morning.

Very truly, Frederic Burk.

City Editor "Examiner" —

My Dear Sir: The report in the *Examiner* this morning, of the meeting of the State Board of Education in Sacramento yesterday, contained a misinterpretation which does a serious injustice to State Superintendent Kirk. I am represented as making charges against Mr. Kirk. I made no charges and the matter was brought before the Board by Mr. Kirk himself. A certain agent for a book company had made in my presence certain insinuations reflecting upon Mr. Kirk. Prior to the meeting of the Board I went to Mr. Kirk and informed him what had been said and what was probably being circulated. Mr. Kirk consulted the Governor, who is another member of the State Book Commission, and it was decided to give the matter the publicity of a full airing. Mr. Smith was called before the Board and confessed he had no basis for his assertion except vagrant surmise.

The State Board has important dealings with the book publishers, and it is easy to cloud and compromise matters by circulating groundless insinuations. It is therefore the policy of Mr. Kirk, as well as of the entire Board, to transact its business with the utmost publicity, and on the other hand, to hold the agents of the book publishers to very strict account for any attempt to compromise the situation by vagrant insinuations. It was in this spirit Mr. Kirk and I acted yesterday, not in opposition, but in unison.

Very truly,

Frederic Burk.

Western School News

MEETINGS

Southern California Teachers' Association, Los Angeles, opens Dec. 21-23. G. L. Sackett, Ventura, President.

The California Teachers' Association San Jose, Cal., opens Dec. 26-31. C. L. Biedenbach, Berkeley, Cal., President; Mrs. M. M. FitzGerald, 1627 Folsom street, San Francisco, Secretary.

NOTES

Dr. Ernest Carroll Moore, of the Department of Education, has been selected as the dean of the Summer School of the University of California.

The Riverside schools held special Thanksgiving services in all the grades.

El Dorado County, under the direction of S. B. Wilson, County Superintendent of Schools, held an election to establish a high school. The vote was 2286 for, and 263 against.

President M. E. Dailey has returned from a recent trip to the East. At a banquet given to him on the 19th of November, he discussed the methods in use in the various Normal Schools visited, and spoke entertainingly of addresses he heard at Columbia University by James Bryce, Professor Giddings, Dean Russell and others.

If you want "Complete Solutions" to the different problems in the State Series Grammar School Arithmetic, send $1.00 to the Whitaker & Ray Co., 711 Mission street, San Francisco.

The city of San Diego has adopted what is known as the Batavia system and will use the same in the B-street school.

The Stockton High School received a gold medal from the World's Fair, St. Louis, and Professor W. S. Thomas is quoted by the Stockton *Mail* as saying, "It is the best-organized high school in the State."

Judge Shields, of Sacramento, sustained the demurrer of Valentine Marsh to the answer of the Board of Education. The Board of Education expelled Valentine Marsh from the high school because he joined a Greek letter fraternity.

The charter amendments, as proposed by A. Roncoveri, president of the San Francisco Board of Education, will be placed before the voters at the general election in November, 1906, unless the Supreme Court orders the Board of Supervisors to submit the same at an earlier date.

Superintendent W. H. Langdon, of the San Francisco schools, has returned from a very thorough inspection of Eastern schools and school buildings.

The Pacific Coast Branch of the National Historical Society met in San Francisco November 26. Professor Henry Morse Stephens, Professor Bernard Moses, President Wheeler, President Burk, Dr. George C. Thompson, Mrs. Mary Prag, and Miss M. E. Jordan were among the speakers.

We desire copies of THE WESTERN JOURNAL of edition for August, 1904. Send to this office and we will send you 15 cents, and considerable appreciation.

Miss Laura T. Fowler has won her suit against the Board of Education of San Francisco for reinstatement and was awarded back salary to the amount of $12,000.

The State Normal School of San Diego received a gold medal on account its excellent exhibit at St. Louis Exposition.

California will hold a State Convention, including shorthand and commercial teachers of this State, on December 29th and 30th, at the Polytechnic Business College, Oakland, California. D. George White has appointed the following Executive Committee: W. E. Gibson, Polytechnic Business College, Oakland, chairman; Miss K. L. Miller, of the Merrill-Miller College, San Francisco; J. R. Humphreys, the Western School of Commerce, Stockton, California; E. P. Howell Jr., the Howe Business College, Sacramento, California. All teachers in the State of California are urged to attend the convention if possible, and to send their names to the chairman of the Executive Committee.

J. D. Sweeney, of Red Bluff, has issued a complete and very well arranged system of report cards.

"California, Queen of Old Columbia," is a new and beautiful song, with words and music by Jennie L. Thorpe. It is highly commended by Hon. Thomas J. Kirk, Superintendent James A. Foshay, and other prominent school men. Cultivate a love for California by having your children sing it. Price 10 cents. Address Jennie L. Thorpe, Dos Palos, Merced County, California, or Whitaker & Ray Co., 711 Mission street, San Francisco, Cal.

Volney Rattan curator of the museum in the Normal School at San Jose, hopes that those who expect to attend the meeting of the California Teachers' Association will plan to take with them such specimens of educational value as they can easily secure and carry. These will usually be the important natural products most abundant in localities represented by the members of the Association. Graduates of the Normal School are especially requested to thus assist their Alma Mater. Those who desire them will receive specimens from duplicates in the museum in exchange for those which they bring. Specimens of building stones, earths, such as those actually used in making pottery, in making paints, in making polishing powders, etc.; ones from mines now worked, coal, peat, asphaltum, crude petroleum, and fossils are especially desired.

E. J. Wickson, of the Department of Agriculture, has printed a very valuable circular on farmers' institutes. Teachers should send to Berkeley for copies and co-operate whenever possible with the farmers' institutes.

L. O. Fox of Saticoy, Ventura County, has resigned from the County Board and the principalship of the schools to go into business in Santa Maria. Mr. Fox has been an efficient schoolmaster, and it is a distinct loss to the profession to have him enter on a business career.

The San Jose teachers, headed by George S. Wells, are sending out circulars on a proposed law to invest school revenues and likewise salaries.

* * *

INSTITUTES

Supt. Geo. A. Gordon of Amador County gave his teachers a unique and profitable institute. He took the entire body of teachers on an educational pilgrimage to San Jose, where they were entertained, lectured, and instructed. Sixty-four of the sixty-six teachers attended. The institute was held November 15, 16 and 17.

Superintendent Nichols of Orange County held his institute November 21, 22 and 23. T. H. Kirk, Miss Gill, Miss Laughlin and Miss Elliott were among the instructors. The institute was instructive and profitable.

CALAVERAS.

Superintendent John Waters of Calaveras County held his institute at Mokelumne Hill, November 15, 16 and 17. Frank Bunker and Herbert Bashford were the instructors from a distance. All the teachers, however, took an active part in the discussions. The Committee on Resolutions were very emphatic in praising Superintendent Waters and the people who took part in the program.

MARIPOSA COUNTY.

Superintendent Julia L. Jones held her institute the first week of November. The instructors were Deputy Superintendent Job Wood, Jr , and Jenne Morrow Long.

SUTTER COUNTY.

Superintendent Ward of Sutter County held his institute during the first Week of November. The following were the instructors: Edward Hyatt, County Superintendent of Schools, Riverside; D. R. Augsberg, Supervisor of Drawing, Oakland; H. A. Adrian, City Superintendent of Schools, Santa Barbara; Dr. C. C. Van Liew, President of State Normal School, Chico; Thomas J. Kirk, Superintendent Public Instruction, Sacramento; Herbert Bashford, Institute Lecturer, Oakland.

DEL NORTE COUNTY.

Mrs. Leishman, Superintendent of Del Norte, held her institute during the week of October 27. Professor Preston W. Search conducted the institute.

NAPA COUNTY.

Superintendent Kate Ames of Napa County held her institute during the week of October 20. It was a unique and interesting institute from the fact that it was devoted to professional reading. The instructors were Dr. David Starr Jordan, Professor C. A. Dunniway, Professor A. F. Lange and Dr. E. C. Moore. The institute adopted some very valuable resolutions on professional ethics.

YUBA COUNTY.

Superintendent Scott of Yuba County held his institute the first week of November. C. C. Van Liew, Superintendent H. A. Adrian, Herbert Bashford, Supt. Edw. Hyatt and Professor J. H. Strine were the instructors.

STANISLAUS COUNTY.

Miss Florence Boggs, Superintendent of Stanislaus County, held her institute the first week in November. Miss Estelle Carpenter, Dr. E. C. Moore, and Professor T. L. Heaton were the instructors.

MERCED COUNTY.

Superintendent Anna Silman held her institute in Merced the week of November 10. The instructors were E. R. Snyder, Mrs. Coldwell, Miss Anna Nicholson, D. B. Wood, Deputy State Superintendent Job Wood Jr., and H. Morse Stephens.

TRINITY COUNTY.

Miss Lizzie Fox, Superintendent of Trinity County, held her institute in Weaverville during the week of September 15. Frank J. Browne and David S. Snedden were the instructors. Miss Fox arranged a very excellent program and it was carried out with complete success.

SAN JOAQUIN COUNTY.

Superintendent E. B. Wright held the institute of San Joaquin County at Stockton November 21, 22, 23. Mrs. Winterburn, T. L. Heaton, Superintendent F. T. Moore, and Virgil A. Pinkley were among the instructors. A special feature of the institute was a meeting of the school trustees of the county. F. B. Wooten of the Macmillan Company, formerly of the Lodi High School, was present and gave an excellent address.

SACRAMENTO COUNTY.

On the 21st, 22nd and 23d of November the teachers of Sacramento City and County held their annual institute. It has become almost proverbial that it will rain here during the week of the institute, but this year the weather was all that could be desired. Superintendent B. F. Howard had arranged an excellent program, and it was very successfully carried out. Mr. C. L. Biedenbach, president of the State Teachers' Association, was present during the first session and urged the teachers to become members of that Association. Professor Rolfe of Stanford delivered two very interesting lectures on Monday, the subject of one being the "Life and Works of Robert Louis Stevenson"; that of the other, "James Russell Lowell." On Tuesday Dr. C. R. Brown of Oakland delivered two lectures, their subjects being the "Ethical Elements in a Teachers' Influence," and the "Life Complete." The teachers enjoyed no greater treat during the session than was afforded by these lectures. Dr. Brown is not only a ready and eloquent speaker, but a scholarly thinker. Superintendent McClymonds of Oakland was present and gave a talk on "Number Work for Primary Grades." On the last day Mr. Augsburg of Oakland gave two most enter-

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"Qualified Teachers Growing Scarce"

Good teachers are more in demand than ever before. Salaries are growing better every year. The requirements have been raised, but only the wise ones who were awake and had kept their lamps burning were ready for the change. They practically had their choice of positions. The demand for qualified teachers is far greater than the supply. Agencies report that it is less difficult for them to get orders than to fill them. The Chicago board of education found its "qualified list" exhausted and was compelled to advertise for teachers last spring —From *The Primary School* (E. L. Kellogg & Co.), October, 1904.

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By preparing now for the examination, you will be able to raise your grade of certificate and be in line for promotion. Then, you will not need to look for a better school; *the better position will seek you.* The studious, qualified and progressive teacher will always be *above par.*

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Many Interstate School Students have remained on our rolls from year to year, and have diplomas covering a wide range of work. No school can enroll students for second and third courses whose instruction is not high grade. Not only do we place every member under the personal charge of a thoroughly competent instructor, but we are always glad to advise teachers on matters relating to their professional work.

Alice D. McHargue

Rock Springs, Wyo., says:

My diploma for the completion of the Normal Elective Course has been received. I was so well pleased with the work that I am now enrolled for the First Year Latin Course. (Sept. 26, 1904.)

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taining and instructive talks on his favorite theme — drawing. President Jordan was the last speaker. His subject was "The Strength of Japan." It is needless to say that the teachers expected a treat and got it. A very pleasing feature of the institute was an entertainment given Monday evening by the city teachers. It was held in the Assembly Chamber, and after the musical numbers were finished, a large space was cleared and dancing was the order of the evening till midnight. It was resolved by the institute that next year specimens of work from the various schools be placed on exhibition. The verdict seemed to be that this was one of the best meetings this county has ever had, for which Superintendent Howard is to be congratulated.

The Southern California Teachers' Association

President George L. Sackett has arranged a fine program for the meeting of the teachers of Southern California at Los Angeles December 21, 22 and 23. Among the prominent speakers at the assembly will be Sarah Louise Arnold, Supervisor of Schools, Boston; Superintendent C. B. Gilbert, Rochester, N. Y.; Benjamin Ide Wheeler, President of the State University; various instructors from the larger schools in the north, including Berkeley and Stanford, and Professor H. E. Murray and Dr. Dresslar. Superintendent W. G. Hartranft of Seattle and State Superintendent T. J. Kirk of Sacramento will present papers. These are the officers of the Association: President, George L. Sackett, County Superintendent of Ventura County; Vice-President, Superintendent A. S. McPherron, San Bernardino; Second Vice-President, Mrs. Ballard, San Diego Normal School; Secretary, W. A. Ellis, Los Angeles Polytechnic High School; Financial Secretary, Superintendent J. C. Temple, Santa Ana; Treasurer, Principal G. T. Phillips, Los Angeles.

UNIVERSALLY APPROVED IN TWO STATES

December, 1902.

J. V. CALHOUN, *State Supt. of Education for Louisiana*, says:

"The Hyde Two-Book Course in English has been used in all the public schools of the State of Louisiana for a year and a half, and under critical observation, and as far as I have been able to ascertain has met with the universal approval of our school officials, school superintendents and school patrons."

April, 1902.

FRANK L. JONES, *State Supt. of Education for Indiana*, says:

"Hyde's Two-Book Course in English has been in use in all of the schools of Indiana during the last two years. I have not had an adverse criticism upon these books during their use. The State Board of Education reported at its last meeting upon the various books now in use. While there were some criticism upon other books, not one was made upon the grammars."

The Two-Book Course is published by D. C. HEATH & CO. Boston Chicago New York San Francisco

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